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caut acpu BULLETIN

Canadian Association of University Teachers

l'Association canadienne des professeurs d'université

Broadbent Supports CAUT Federal Funding Stand

by Carolyn Masleck

CAUT Executive Secretary Donald C. Savage and Carleton Biology professor George Setterfield (representing the Canadian Federation of Biological Societies) met with New Democratic Party Leader Ed Broadbent on April 30 to discuss federal financing of universities and university-based research.

Mr. Broadbent affirmed the support of the NDP for the CAUT recommendation that the present form of the Fiscal Arrangements Act, by which the federal government pays 50 per cent of the operating cost of universities, should be extended for another three years to allow for careful negotiations between the federal government and the provinces.

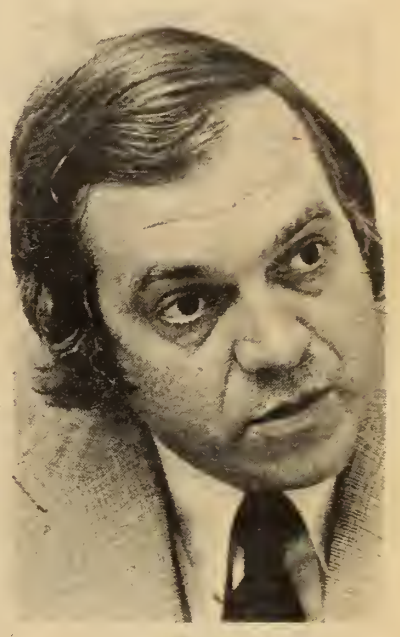
He said he favoured the CAUT's call for a Royal Commission to consider the funding of higher education and the relationship between federal and provincial governments with regard to university policy. A public enquiry would allow time for all interested groups in the university community, and outside, to make informed representations before any far-reaching changes affecting the future of higher education in Canada are made, and the results of this research into the possible effects of any changes would then be in the public domain.

Mr. Broadbent said he believes there is a need for more dialogue between the political community and the CAUT, which represents 18,400 university faculty members across Canada, and suggested CAUT representatives meet with the NDP caucus as one step in increading the dialogue between the two groups. Such a meeting will take place before the end of June.

Professors Savage and Setterfield expressed appreciation to Mr. Broadbent for questions being asked in the House of Commons by David Orlikow (NDP — Winnipeg North) on the government's science and research-funding policies. Mr. Broadbent assured them that such questioning will continue since it represents the NDP viewpoint that the government should increase its support of research through the federal granting agencies of the National Research Council, the Medical Research Council and the Canada Council.

As part of the effort to increase dialogue between the academic and political communities, Mr. Broadbent agreed to an in-depth interview with the **CAUT Bulletin** on NDP policies in regard to federal financing of higher education and other related matters. This will appear in a fall issue of the magazine since this is the last edition for this academic year.

— Murray Mosher



NDP Leader Broadbent

Ottawa Ratifies First Collective Agreement

by Carolyn Masleck

The Association of Professors of the University of Ottawa (APUO) has ratified by a vote of 89 per cent a collective agreement which provides a 12.8 per cent average increase in salary scale including a retroactive provision, and increment and merit pay increases totalling 3.8 per cent, for a total package of 16.6 per cent. This covers the period up to April 30, 1977.

This was the position of APUO negotiators, and was chosen by an arbitration panel, chaired by Innis Christie of the Nova Scotia Labour Relations Board, over the University position which offered only 9.6 per cent on scale for 12 months and a total package of 13.36 per cent.

In presenting the agreement to the Board of Governors, which ratified the agreement unanimously, Ottawa University Rector Roger Guindon said, "There is no doubt that the agreement that has resulted will in fact be for the greater good of the University.

"It is almost unprecedented in negotiations of this kind," he said, "for parties to agree beforehand that at no point would they allow their differences to lead to a strike on one hand, or to a lockout on the other. Yet," he continued, "precisely this was agreed upon by both parties right at the start of the negotiations, which from that point onward were conducted in a spirit of constructive good will and concern for the greater good of the University."

Scale Increases

The salary scale increases are 10 per cent on the first $20,000, 8.5 per cent on the next $5,000, 7.5 per cent on the next $5,000, 6.5 per cent on the next and 5 per cent on the rest.

The 3.8 per cent component package includes a fund of $100,000 to be spent in correcting salary anomalies, of which $35,000 will be used to increase salaries in the Common Law Faculty. Another $100,000 will be allocated to merit increases in the form of an extra progress-though-the-ranks increment. These will amount to $500 for a lecturer, $600 for an assistant professor, $700 for an associate professor and $850 for a full professor, and will affect about one in five faculty.

All of the above settlements are subject to approval of the Anti-Inflation Board. The scale amounts will be temporarily restricted by 1-2 per cent, to be held in a trust fund pending approval by the AIB to exceed the $2,400 average limit for the bargaining unit. Approval should take approximately 3-4 months.

Chairmen Included

The APUO received certification from the Ontario Labour Relations Board last fall. Because of

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OTTAWA...

disagreement between the APUO and the University over inclusion of department chairmen in the bargaining unit, the OLRB conducted an examination of the function of chairmen and has ruled that they "do not exercise managerial functions for the purposes of section 1.3 (b) of the Labour Relations Act."

The Board formally examined eight department chairmen from different faculties and recorded over 400 pages of testimony. This is the most exhaustive review of the issue undertaken by a labour relations board to date, and will undoubtedly set the precedent for the resolution of any further dispute on the nature of the function of department chairmen in certification hearings in Ontario, and probably in some other parts of the country as well.

Language Teachers

The agreement includes language teachers, who were previously not regarded as members of the faculty, and those part-time faculty paid on a per course basis while actually teaching 50 per cent of a full course load or more.

Increases in the salaries of language teachers will be 10 per cent, as will the fees for APUO members teaching courses beyond the normal load, and for part-time and sessional lecturers.

Academic Freedom

The agreement contains clauses on academic freedom, promotion, tenure and dismissal, and provides for binding arbitration in grievances over tenure and dismissal as well as other grievable matters as specified in the agreement.

These are particularly important, since CAUT censure was imposed on the University of Ottawa in 1972 partially because of the lack of adequate formal procedures for tenure and dismissal hearings and the resultant failure to safeguard academic freedom.

No Discrimination

Another important provision of the Agreement is a wide-ranging no discrimination clause, which prohibits discrimination on the basis of age (other than retirement), race, creed, colour, citizenship, national origin, language, (other than as relates to official language requirements as specified at time of employment), political or religious affiliation or belief, sex, sexual orientation, marital status and/or family relationships, place of residence (except where it inhibits adequate performance of duties), membership or activity in the Association, together with any other anti-discrimination provision in any federal or provincial statute.

The collective agreement at Ottawa applies to a bargaining unit 60 per cent composed of faculty in professional schools, including two law faculties, faculties of medicine, engineering and nursing, and the teacher's college.

John S. Cowan of the Faculty of Medicine, was Chief Negotiator for the APUO team which included David M. Bishop of the Faculty of Science and William E. McCaughey of the Faculty of Law.

Community Colleges Hold Collective Bargaining Seminar

The third Canadian Seminar on Collective Bargaining in Higher Education was held March 19-22 in Toronto. The Seminar was sponsored by the Canadian Community Colleges Institute in co-operation with the Association of Community Colleges. Participants in the three-day event provided representation from many levels of higher education, including faculty, administrators and government officials. The C.A.U.T. representative was Ron Lowe from the Western Regional Office in Edmonton.

The keynote address was presented by Jean-Luc Pepin, Chairman of the Anti-inflation Board. Mr. Pepin spoke generally about various aspects of the guidelines but when questioned, declined to provide details on how the anti-inflation guidelines would be applied to such crucial areas as historical relationships and the inclusion or exclusion of increments.

The two-tiered collective bargaining process was also a topic for discussion, and the subject for an address by Donald Montgomery, Secretary-Treasurer of the Canadian Labour Congress. Mr. Montgomery outlined the success of two-tiered bargaining in a large, multinational can manufacturing operation and suggested that it was not possible to engage in free collective bargaining unless the employer was at the bargaining table. In higher education, the implication of two-tiered bargaining is that the provincial government should participate directly in the negotiations with faculty and support staff.

The final day of the Seminar was devoted to a Collective Bargaining Workshop. Agreements reached by groups participating in the workshop were reviewed by a representative of the Anti-inflation Board.

New Women's Journal Launched

The first issue of **Atlantis**, a new women's magazine designed and produced by members of the interdisciplinary women's studies programme at Acadia University in Nova Scotia, has just been published. **Atlantis** is devoted to critical and creative writing in English and French on the topic of women. Sample topics from this first issue include an interview with Muriel Duckworth on International Women's Year and the events in Mexico City, an article on Family Law and Human Equality and a study on the perceptions of sex discrimination among academic women. The magazine is edited by Donna E. Smyth, assisted by an editorial board composed of Maureen Baker, Margaret Conrad, Carrie Fredericks, L. Sutcliffe Roden, L. Woolsey Toews and Lois Valley-Fischer. It is published twice yearly. Subscriptions and manuscripts should be submitted to ATLANTIS, Box 294, Acadia University, Wolfville, N.S.

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CAUT and FNBFA Delegation Meet with Hatfield to Discuss Funding

by Carolyn Masleck

Professors E. Maher (Business Administration, UNB), George Wybouw (CAUT Atlantic Regional Officer, Moncton) and Donald Savage from CAUT, Maxine Holder-Franklin (Biology, UNB) representing the Canadian Federation of Biological Societies and Elmer Tory (Mathematics, Mount Allison) President of the Federation of New Brunswick Faculty Associations met with New Brunswick Premier Richard Hatfield on April 2 to discuss the financing of higher education, and present him with a CAUT brief on the federal role in the financing of universities. The delegation also met with Opposition Leader Robert Higgins, and Education Critic Gerald Clavette.

The CAUT is recommending that the existing arrangements pertaining to higher education with the Fiscal Arrangements Act be extended for three years, and that, if there is dissatisfaction with these arrangements, this period of time be used for a reconsideration of the system.

At the Ottawa meeting of federal and provincial finance ministers on April 1-2, the federal government asked that discussion of section 6 of the Fiscal Arrangements Act, which deals with university financing, be deferred to the meeting of first ministers to be held in June.

The CAUT recommends that before any serious reconsideration or alteration of the current system takes place there should be some form of public enquiry which would allow all groups in the university community and without to make informed representations. Since funds involving over a billion dollars are at stake and since any change of substance would profoundly affect the future of Canadian universities, the CAUT urges that ample time be allowed to discuss the implications of any changes. It is clear that changes at this point, when the act is about to expire, would likely be direct cuts in the federal funding or a transfer of tax points, both of which will have seriously deleterious effects on New Brunswick and either of which would be adopted on grounds other than a careful consideration of the welfare of Canadian universities. In particular this would almost certainly increase regional disparities because the richer provinces might make up the difference caused by a cut in the federal funds while New Brunswick would not be in a position to do so.

Richard Hatfield

CAUT opposes either suggestion and has asked Premier Hatfield for assurances that he will resist such changes at the proposed meeting of the first ministers and urges the continuation of the present arrangements including the growth and inflation factor.

The delegation also expressed concern to Mr. Hatfield about the funding of university research through the federal granting agencies the Medical Research Council, the National Research Council and the Canada Council. The federal government has chosen to roll back MRC and NRC grants already allocated in this academic year and to impose a virtual freeze for next year. At the same time, the federal government has allowed a very considerable growth in its own in-house research. CAUT believes that research in the universities should not be undermined, particularly when such research is vetted by outside assessors, does not include a salary component for professors, and helps to sustain technicians, lab assistants and students.

Mr. Hatfield was asked to make representations to the federal government concerning the grave implications for the Atlantic universities in general, and those in New Brunswick in particular, of these developments in the research area.

The CAUT has already made these points to the federal government and will be making them to other provincial premiers, acting as spokesman for 18,400 members.

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Indicate membership by faculty association

ONTARIO REPORT

by Carolyn Masleck

Queen's May Abolish Probationary Appointments

The Queen's University Senate Committee on Appointment, Promotion, Tenure and Leave has recommended in an Interim Report the elimination of probationary appointments. The Report suggests there be only two types of appointment — term and tenured. Term appointments would be for a specified period of not less than two years and not more than five years. They would not be renewable, but any faculty member holding a term appointment would be able to apply for any term or tenured position open. Tenured appointments would be on a competitive basis, those holding term appointments with the University competing with external candidates. The number of faculty positions available for appointment at Queen's would be determined annually on the authority of the Principal. These proposals run counter to categories of appointment and the procedures relating to renewal of appointment and the granting of tenure contained in the CAUT Policy Statement on Academic Appointments and Tenure. Both the Queen's Faculty Association and the CAUT Academic Freedom and Tenure Committee have expressed serious concern about the proposals and have urged that they be rejected.

York Receives Interim Certification

The Ontario Labour Relations Board granted interim certification to the York University Faculty Association on April 12. A draft contract will be put before the YUFA membership for ratification on May 5, and negotiations with the university are expected to begin shortly afterward. YUFA is the fourth faculty association in Ontario to certify.

OCUFA to Seek Audience with Premier on Federal/Provincial Financing

At an April 2 meeting, the OCUFA Executive instructed Chairman Cooper Langford and Executive Vice-Chairman Graham Murray to seek an audience with Ontario Premier W.G. Davis and appropriate financial officers of the Ontario government in order to acquaint them with OCUFA's concerns regarding the federal/provincial finance arrangements for Ontario universities.

Windsor Files for Certification

The University of Windsor Faculty Association has filed for certification under the Ontario Labour Relations Board. At an April 5 hearing in Toronto WUFA's claim to trade union status was not challenged. However, the University has opposed inclusion in the bargaining unit of department chairmen and other academics employed in purportedly administrative categories. A labour relations officer has been appointed to examine the managerial responsibilities of these individuals. The OLRB also directed the officer to establish the number of academic staff in the full-time unit for which WUFA is seeking certification.

Teaching Assistants Reach Contract with University of Toronto

Unionized teaching assistants at the University of Toronto, represented by the Graduate Assistants' Association have concluded a contract with the University. A second local of the GAA has received a certificate from the Ontario Labour Relations Board and is bargaining for a contract at York.

OCUFA Responds to Henderson Report

OCUFA has circulated to all its member associations a response to the special Program Review (Henderson Report) on Ontario universities. The OCUFA memorandum responds item-by-item to the chief recommendations of the Henderson Report in regard to university funding, such as the raising of tuition fees, formula financing, graduate program funding, global budgeting, and funding and university "productivity". OCUFA agrees with the Report's contention that student fees should be adjusted so as to contribute a higher proportion of university income, but suggests it be tied into increased student financial support. OCUFA does not agree, however, with the extent of the increase in student fees suggested in the Report, and strongly rejects the Report's contention that if massive increases in student fees are not forthcoming it may be necessary to cut back on academic staffing by as much as 25 per cent. This is particularly unacceptable, according to OCUFA, in light of the mere 10 per cent reduction forseen for administrative staff. The OCUFA response stresses, above all, the absolute necessity for long-term stability in university funding at a level adequate to permit the effective discharge of the teaching and research responsibilities alloted to the universities.*

** (Copies of the response to the Special Program Review can be obtained from the OCUFA office at 40 Sussex Avenue, Toronto.)*

Lakehead Votes Against Certification

In a two to one vote at a March 26 general meeting, the membership of the Lakehead University Faculty Association voted against seeking certification at this time.

E.J. Monahan Appointed Executive Director of COU

Edward J. Monahan has been appointed Executive Director of the Council of Ontario Universities to succeed John B. Macdonald, who is resigning. Professor Monahan, who is currently president of Laurentian University, was Associate Executive Secretary of the CAUT from 1965 to 1971. Professor Monahan taught philosophy for twelve years at several universities in Canada and the United States.

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LETTERS

LETTRES

More on Free Associations

I would like to append a comment to the letter from Dr. Frank at Alberta on the status of the CAUT as a "free association" *(CAUT Bulletin,* 1976, *24, 4).* It is the main paragraph of a letter from the assistant to the CAUT Information Officer, a response to my enquiry as to whether I still might be a member-at-large of CAUT (whose aims and activities I have always firmly supported) since I have excluded myself from our local Carleton "union", for reasons of conscience.

> "Unfortunately, since you excluded yourself voluntarily from the Carleton union, and since Carleton University has a locked-in membership, you are not eligible for membership in the CAUT. Please note, that only those people excluded on an involuntary basis from the Carleton union are eligible for Associate Membership in the CAUT."

So much for CAUT's status as a "free association".

Sincerely,

Lloyd H. Strickland
Department of Psychology
Carleton University

Donald Savage Responds:

The founders of the CAUT had to deal with the problem of whether CAUT was primarily a federation of associations or a body with individual memberships. The division was made in favour of the federation of associations. This meant that individuals normally joined through their local associations. Provisions of various kinds over the years (headquarters, branch, associate membership, etc.) have been created to accommodate those who do not work in a university with a faculty association affiliated to CAUT. This decision on membership structure may or may not be a wise one, but it was made long before anyone in CAUT had any thoughts of collective bargaining.

Gentlemen, your geography...

The February 1976 issue of the Bulletin carries an article by I. Unger which reports an address given by the Secretary of State, Mr. Hugh Faulkner, at the University of New Brunswick, concerning the promotion of bilingualism by Canadian universities. The article contains the sentence "Here, the University of Saskatchewan at Regina deserves special mention.".

I would like to bring to the attention of both Professor Unger and Mr. Faukner that the University of Saskatchewan is located in Saskatoon. If, however, Mr. Faulkner was referring to the Bilingual Programme at the University of Regina, (or intending to refer to it) then we appreciate his favourable comments at the University of Regina.

Yours truly,

B.E. Robertson,
Dept. of Physics
University of Regina

A Note on Foreign Language Journals

First a note of warning; the writer, a psychologist, has often in the past found himself in disagreement with his colleagues over such issues as: tenure and promotion (he believes that competency means more than publication), the awarding of merit pay (the criteria by which this is administered may lead to the production of psychophantologists not psychologists!), student appeals, a.s.o. Now it is the issue of foreign language journals. In short, the author is frequently a minority of one, and if lucky possibly two. He does however recognize the perfect right of others to be wrong!

Some 20 years ago the writer, then at a different university, vigorously protested, for many reasons, the dropping of the foreign language requirement for the advanced degree. It was fully recognized that this requirement, as implemented, could be and often was highly unfair — two individuals attempting the same examination might have 0 and 17 years background preparation respectively! The answer however to such a chaotic situation does not lie in eliminating this criterion, but rather in rectifying the circumstances which give rise to its difficulties. Most certainly the answer does not lie in the semi-farcical semantic substitution of computer language! The fact, as reported in the **American Psychologist** (Dec. 1972, p. 1196), that only once in over 20 years and 48 recipients has the American Psychological Association seen fit to bestow its Distinguished Scientific Contribution Award to a non-American speaks rather sadly for itself. It suggests confusing difference with inferiority, it suggests — parochialism. The local library, with the unfortunate acquiescence of the psychology department, has recently (1976) suggested the dropping of some 19 foreign language journals and the purchase, in their place, of others, presumably and almost certainly — English. The reason for this suggested action, advanced by the library is that these foreign language journals are rarely if ever used — a finding which in all likelihood is correct. The chickens have come home to roost. This unfortunate culmination is an inevitable and logical outcome of dropping the foreign language requirement. Initially it was argued, among other things, that there were not enough foreign journals to justify the language prerequisite and now, surprise surprise, it is said that there is not enough use of such foreign language journals to justify their subscription! Furthermore this finding is said to constitute further evidence justifying the initial dropping of the foreign language requirement.

So we now have come full circle and find ourselves confronted with a self-fulfilling prophecy or is it a vicious circle? Such a tautology can have but one outcome, one which the scientific community most certainly does not need — increased ethnocentrism.

F. L. Marcuse
Department of Psychology
University of Manitoba

WESTERN REPORT

by Ron Lowe

MANITOBA Contract talks underway... Inequities fund disbursed

The senate of the University of Manitoba has rejected a proposal of the priorities committee suggesting that in future the university keep a certain percentage of all new faculty untenured. One of more than 90 recommendations made by the joint senate/board of governors committee, the proposal was opposed on the grounds that any suggestion of a quota on tenured staff would hurt morale, and might damage academic standards at the university.

The Board of Governors at the University of Manitoba has selected Dr. Ralph Campbell, principal of Scarborough College, University of Toronto, as its next president. In a move which has been interpreted as a major "setback" in relations with the university, the Board voted to exclude faculty association and student's union representatives from the meeting at which the final selection was made.

UMFA, the University of Manitoba Faculty Association, is presently negotiating its second contract. Negotiations are proceeding very slowly due to an apparent resistance by the university administration to many of UMFA's proposals.

The Inequities Committee, established by the first collective agreement at University of Manitoba, received 274 applications, 157 from women staff members. Approximately 50% of the applications were successful and a total of $98,826 was disbursed from the fund. Each case was judged on its own merits. No matched-pair study was attempted.

SASKATCHEWAN Certification... Matched-pair study... Journalism school?

Certification has been a primary concern for faculty at the University of Regina and Saskatchewan during the past academic year. During the month of March, a mail ballot was held on both campuses to assess the support for changing the status of their faculty associations. The results indicated that a substantial number of faculty were in favour of certification — at the University of Regina, 65% of those voting favoured certification, while at the University of Saskatchewan the figure was 54%.

The faculty association at the University of Regina has approved constitutional changes which would enable it to apply for certification in the near future and is in the midst of a sign-up campaign. At the University of Saskatchewan, the faculty association has approved similar constitutional changes and will begin a sign-up campaign shortly.

The Province of Saskatchewan has announced that operating grants to the universities for 1976-77 will increase 14% over the previous year. Construction grants for the universities have also increased but will only be sufficient to meet high priority construction and renovation. In addition, tuition fees at both universities will increase 10% for 1976-77.

At the University of Regina, a committee has been established by the President to study a report on the status of women. The committee will also do a matched-pair study to reveal possible inequities in female salaries.

Also at the University of Regina, the Board of Governors has requested the Saskatchewan Universities' Commission to provide funds for a feasibility study into the establishment of a journalism school. The program under review would include print, radio and television journalism.

ALBERTA Tuition fees up... Engineering quotas... Salary negotiations.

Tuition fee increases of 25% have been approved by the provincial government for all three universities and most community colleges. The fees at Alberta's universities have not increased since 1969 and were the lowest in Canada.

The Board of Governors at the University of Alberta has approved a plan by the Engineering faculty to limit enrolment in the first and second year of the programs. The University of Calgary has also established quotas for the number of engineering students. Enrolment in the Engineering faculties has grown substantially in the past few years placing a severe strain on classroom space and creating a student-professor ratio which is the highest in the country.

The University of Alberta has approved an operating budget of $109.3 million, an increase of 16.2% over 1975-76 The budget allows for 30 new full-time academic staff, but is essentially a "no-growth" position. Operating grants from the provincial government increased only 11% for 1976-77, and consequently, additional operating revenues will come from a 25% increase in tuition fees and out of a surplus accumulated from previous years.

An arbitration award at the University of Lethbridge will result in salary increases of 3.7% and a $1,200 across-the-board settlement. There were also relatively minor changes to fringe benefits. Salary negotiations at the University of Alberta have resulted in an agreement incorporating a 9.25 per cent salary increase, or $2,400 whichever is lower, and a $350,000 fund to establish a dental plan. At the University of Calgary an arbitration board has decided upon an across-the-board salary increase for all academic staff, including professional librarians of $1,300 for assistant professors' and the three lower instructor ranks and $1,400 for senior instructors, associate and full professors and the librarians.

BRITISH COLUMBIA Operating grants announced... NDUStatus uncertain... UBC salaries under fire.

On March 26, the B.C. government announced its spending estimates for the 1976-77 fiscal year. Education is to receive an overall increase of 10.6%. However, operating grants to universities will increase by only 9.4% and capital budgets reduce by 50%. The Universities Council will determine the precise allocation to U.B.C., Simon Fraser, the University of Victoria and for the first time, Notre Dame.

By comparison, operating grants to community colleges and vocational institutes will increase by 18%, although capital grants will be reduced by one-third.

The status of Notre Dame University continues to be uncertain. The Minister of Education has indicated that N.D.U. will receive an operating grant for 1976-77. However, in all likelihood, the level of funding will be substantially less than for 1975-76. Consequently, there will be a curtailment of courses and a reduction in faculty.

At the present time, it is anticipated that N.D.U. will only offer third and fourth year level courses in Arts and Science and possibly fifth year level courses in Education. The first and second year courses would be offered by Selkirk College at nearby Castlegar.

In a series of articles published by the Vancouver Sun, reporter Doug Collins, has been waging a campaign about "unwarrantedly high" salaries being paid to academics at U.B.C. The basis for much of the criticism was a study of colleges and universities in the United States offering programs in minieral engineering. The reporter also alluded to "confidential" sources within the university.

Professor D.M. McRae, President of the U.B.C. Faculty Association, responded to the articles with a more accurate interpretation of salaries and promotion procedures. The President of the University, Dr. D. Kenny, also defended the salary levels at U.B.C. He noted that both U.B.C. and S.F.U. have been able to attract good academics and maintain a high quality of education because of the salary levels.

The provincial government in B.C. has dismissed two members of the Board of Governors at U.B.C. who were appointed by the previous N.D.P. government. The terms of office for the appointees were to expire in December of 1977. There are also indications that members of college councils, a member of the Board at the B.C. Institute of Technology, and a member of the Universities Council have had appointments terminated because of affiliation with the N.D.P. party.

Ron Lowe is CAUT Western Regional Officer, based in Edmonton, at 11010 — 142 St., Suite 315. Phone 403-455-8025.

Total Enrolment[2],[17] in All Programs of Universities, for Canada and the Provinces

Total des effectifs[2],[17] étudiants de l'ensemble des programmes des universités, pour le Canada et les provinces

Province and year Province et année	Full-time — À plein temps Under-graduate — 1er cycle	Graduate — 2e et 3e cycles	Total	Part-time[18] — À temps partiel[18] Under-graduate — 1er cycle	Graduate — 2e et 3e cycles	Total	Total Under-graduate — 1er cycle	Graduate — 2e et 3e cycles	Total
Newfoundland — Terre-Neuve:									
1973-74	6,085	333	6,418	3,470	349	3,819	9,555	682	10,237
1974-75	5,500	500	6,000	3,200	340	3,540	8,700	840	9,540
1975-76	5,450	530	5,980	3,400	350	3,750	8,850	880	9,730
1976-77	5,480	550	6,030	3,500	360	3,860	8,980	910	9,890
Prince Edward Island — Île-du-Prince-Édouard:									
1973-74	1,409	—	1,409	1,056	—	1,056	2,465	—	2,465
1974-75	1,400	—	1,400	830	—	830	2,230	—	2,230
1975-76	1,430	—	1,430	850	—	850	2,280	—	2,280
1976-77	1,500	—	1,500	850	—	850	2,350		2,350
Nova Scotia — Nouvelle-Écosse:									
1973-74	15,204	1,158	16,362	3,884	480	4,364	19,088	1,638	20,726
1974-75	16,170[5]	1,240	17,410	4,500[5]	600	5,100	20,670	1,840	22,510
1975-76	16,750	1,250	18,000	4,900	700	5,600	21,650	1,950	23,600
1976-77	17,200	1,300	18,500	5,100	750	5,850	22,300	2,050	24,350
New Brunswick — Nouveau-Brunswick:									
1973-74	9,970	505	10,475	3,943	208	4,151	13,913	713	14,626
1974-75	10,000	500	10,500	4,090	250	4,340	14,090	750	14,840
1975-76	10,100	500	10,600	4,100	300	4,400	14,200	800	15,000
1976-77	10,250	500	10,750	4,150	330	4,480	14,400	830	15,230
Québec:									
1973-74	58,829	9,479	68,308	47,738	6,960	54,698	106,567	16,439	123,006
1974-75	63,600	10,500	74,100[5]	46,500	7,600	54,100[5]	110,100	18,100	128,200
1975-76	66,100	11,300	77,400	48,000	8,000	56,000	114,100	19,300	133,400
1976-77	68,400	11,900	80,300	50,000	8,500	58,500	118,400	20,400	138,800
Ontario:									
1973-74	124,892	16,491	141,383	54,688	10,139	64,827	179,580	26,630	206,210
1974-75	133,500	16,300	149,800	57,600	10,900	68,500	191,100	27,200	218,300
1975-76	138,650	16,350	155,000	60,000	11,500	71,500	198,650	27,850	226,500
1976-77	142,600	16,400	159,000	62,000	12,000	74,000	204,600	28,400	233,000
Manitoba:									
1973-74	15,556	1,363	16,919	8,406	1,226	9,632	23,962	2,589	26,551
1974-75	16,040	1,460	17,500	8,530	1,170	9,700	24,570	2,630	27,200
1975-76	16,350	1,550	17,900	8,750	1,200	9,950	25,100	2,750	27,850
1976-77	16,500	1,650	18,150	8,900	1,250	10,150	25,400	2,900	28,300
Saskatchewan:									
1973-74	12,904	629	13,533	4,913	610	5,523	17,817	1,239	19,056
1974-75	12,950	600	13,550	5,900	650	6,550	18,850	1,250	20,100
1975-76	12,870	580	13,450	6,500	670	7,170	19,370	1,250	20,620
1976-77	12,790	560	13,350	6,900	700	7,600	19,690	1,260	20,950
Alberta:									
1973-74	25,834	3,178	29,012	6,260	1,626	7,886	32,094	4,804	36,898
1974-75	27,470	2,680	30,150	6,520	1,560	8,080	33,990	4,240	38,230
1975-76	28,440	2,760	31,200	6,650	1,600	8,250	35,090	4,360	39,450
1976-77	29,500	2,800	32,300	6,800	1,650	8,450	36,300	4,450	40,750
British Columbia — Colombie-Britannique:									
1973-74	24,870	3,600	28,470	5,300	680	5,980	30,170	4,280	34,450
1974-75	26,980	3,570	30,550[5]	6,400	850	7,250[5]	33,380	4,420	37,800
1975-76	28,900	3,500	32,400	8,000	1,000	9,000	36,900	4,500	41,400
1976-77	30,500	3,500	34,000	8,800	1,150	9,950	39,300	4,650	43,950
Canada:									
1973-74	295,553	36,736	332,289	139,658	22,278	161,936	435,211	59,014	494,225
1974-75	313,610	37,350	350,960	144,070	23,920	167,990	457,680	61,270	518,950
1975-76	325,040	38,320	363,360	151,150	25,320	176,470	476,190	63,640	539,830
1976-77	334,720	39,160	373,880	157,000	26,690	183,690	491,720	65,850	557,570
1977-78	342,170	40,180	382,350	163,900	28,020	191,920	506,070	68,200	574,270

All data supplied by statistics Canada

Notes 2) 1973-74 data are preliminary 17) Regular winter session only
5) Estimated 18) Excludes students in non-credit courses

Set Them Free

AMNESTY INTERNATIONAL:

by Jean E. Sonnenfeld

Canada is one of the members of the United Nations that has never signed the Universal Declaration of Human Rights. Distressing though this may sound to fair-minded people, it does not appear to make any difference. Many of the countries that have signed it violate its articles daily.

Amnesty International acts as a watchdog to remind signatories and assenting nations of the articles in the Universal Declaration of Human Rights that they are violating. For instance, Article 19 states: "Everyone has the right to freedom of opinion or expression." Dr. Syed Hussein Ali, 38, of Malaysia was arrested on December 7, 1974, in violation of this article.

At the time of his arrest he was an associate professor at the University of Malaysia in Kuala Lumpur, in the Department of Anthropology and Sociology. He was also a member of the central committee of the **Partai Sosialis Rakyat Malaya** (the People's Socialist Party of Malaya).

In December 1974 students in Malaysia demonstrated against the government's handling of economic problems, and their social consequences. Following the demonstration Dr. Hussein and several others were detained under internal security legislation. Dr. Hussein is still being held without trial on the alleged grounds that he has promoted subversive student activities, and that in so doing he has "actively, knowingly and willingly assisted the illegal Communist Party of Malaya".

These allegations have been vigorously questioned by observers. Nevertheless, Dr. Hussein is serving a two-year (renewable) detention order.

Farther north, however, the Kingdom of Nepal has responded to visits and correspondence from AI members. After a cabinet shake-up in December 1975, Nepal proceeded to release political prisoners who had not used violence. In a three-month period the government intended to empty the prisons of political prisoners, many of whom have been in and out of prison since the Royal Coup in 1960. Many of these prisoners were students or parliamentarians.

Baba Shakya, the wife of Marshall Julym, a Nepalese political prisoner whose education has been interrupted by his frequent imprisonments, wrote to her husband's adoption group in Windsor, Ontario: "I know many things about Amnesty International and we always talk about this organi-

cont'd on p. 8

ATLANTIC REPORT

by Roger Crowther

Certification Votes in Nfld. and Nova Scotia

A bid to proceed towards certification, although it failed, by 199-210 awakened a great deal of interest in Newfoundland and only a handful of votes dissuaded the Memorial University Faculty Association from applying to the Provincial Labour Relations Board. 409 ballots were cast out of a possible 600.

In an open letter of March 19 to faculty, staff, and students, Memorial University President M. O. Morgan announced the creation of a Presidential Task Force on University priorities under the chairmanship of Pro Vice-Chancellor L. Harris. The assignment of the Task Force will be to examine and to analyse all operations of the University, to draw up a suggested list of priorities within the University as a whole and within each component of the University, to enquire into how revenues may be increased and how expenditures may be decreased within these components, and to make suggestions and recommendations on the basis of its findings, to the President.

In Nova Scotia, Acadia University has filed application. The first vote — at the order of the Labour Board — brought a large number of Faculty to the ballot box and the Faculty Association is beginning to feel very confident in its numerical strength, expecting to join Saint Mary's and College of Cape Breton as an Association with status under the law.

Other organizational efforts are successfully underway in Nova Scotia. College St. Anne's Faculty Association is applying for membership in the C.A.U.T. and the Dalhousie membership has more than doubled in the present academic year as a result of a determined and skillful recruitment drive in the capable hands of Professor Roland Puccetti.

N.S.C.U.F.A. Lobbying on Funding

It is hardly surprising that, amidst the vigour and growth on several campuses, the Provincial Faculty Association (N.S.C.U.F.A.) is undergoing a renaissance and has been actively lobbying ministers and commissions on behalf of the C.A.U.T. and in conjunction with what the Provincial Association has been attempting in New Brunswick, where the financing of higher education is beset with problems even more acute, but very similar to those shared between Nova Scotia and Prince Edward Island.

New Maritime Association Possible

As a means of addressing these problems an attempt is presently afoot to form a Maritime Confederation of University Faculty Associations (MCUFA) — an alliance strong and flexible enough, it is hoped, to represent faculty concerns collectively to the Maritimes Higher Education Commission and to exert regional leverage upon any governmental minister or agency within the three provincs. A preliminary meeting between the executive committees of each provincial association was held, last March, at Moncton University, and this was followed by a conference on a much larger scale which took place appropriately at the Home of Confederation: Charlottetown. Here, a draft constitution, which will give shape to the Regional Association, was adopted in principle and the provincial organizations are hopeful that all the individual faculty associations in the Atlantic provinces will join.

Also on the agenda at Charlottetown was the new (and tricky) subject of Anti-Inflation Legislation and the old (and still warm) topic of collective bargaining. The former was approached warily — it was clear that delegates were "feeling their way' towards an understanding. Advice was offered by representatives of the C.A.U.T., together with assurances that further information would be fortcoming on a regular basis. The latter topic revealed that the U.P.E.I. Faculty Association, if it was not formally involved in collective bargaining under a labour code, was nevetheless satisfed that its negotiating posture produced similar results to those gained by certified associations, whose tactics it employed in a modified form.

Moncton to Apply to Labour Board

It was the University of Moncton, however, which appeared, at the time to be most spiritedly interested and the Atlantic Office of the C.A.U.T. has just recently heard that a vote having been taken at Moncton on the question of certification, the Faculty Association now has a clear mandate to apply to the New Brunswick Labour Board. It is most likely that it will do so before the end of the academic year. (At Moncton 94% of those eligible to vote turned out to the polls. 193 (77%) faculty members were in favour of certification; 56 (23%) were apposed). Final submissions are now before the New Brunswick Labour Board in the matter of the application of St. Thomas University's Faculty Association. It is hoped that a decision will issue before May, and that that decision will be to certify the Faculty Association.

What seems quite clear from the quiet evidence in the Atlantic provinces is this: the local faculty associations are gaining in numbers and strength, the provincial associations increasing in power and the regional association promising to be, in the extent of its influence, greater than the sum of its parts.

Roger Crowther is one of three consultant directors of the CAUT's Atlantic operation. He is based in Halifax.

Université de Montréal

DÉPARTEMENT DE PHYSIQUE

POSTES DE PROFESSEURS EN ASTRONOMIE OPTIQUE

Deux postes de professeurs sont maintenant disponibles au Département de physique de l'Université de Montréal. Les candidats devront accepter de participer à la mise au point de l'équipement scientifique d'un nouvel observatoire astronomique dont l'instrument principal sera un télescope d'environ 1,5 m d'ouverture. Ils contribueront aussi aux programmes de recherche et d'enseignement du Département.

L'engagement pourra se faire dès l'été 1976. Le rang académique (adjoint, agrégé ou titulaire) et le traitement sont en raison des qualifications et de l'expérience.

Les personnes intéressées sont priées de faire parvenir leur curriculum vitae, les noms de deux répondants et toute autre documentation, à l'adresse suivante:

Le Directeur
Département de physique
Université de Montréal
C.P. 6128
Montréal, Québec

AI...

zation much highly. I also came to know that several political prisoners in Nepal and abroad were released by the efforts of this organization which runs so well by the help of persons and friends like you for whom we are all so obliged."

AI already has lists of Nepalese political prisoners who have been freed. But as long as any of its adoptees may still be in prison, AI continues to press for their release.

What has happened in Nepal could happen elsewhere. Thus encouraged, AI members continue to pressure governments, like that of Malaysia, to start to observe Article 19 of the Universal Declaration of Human Rights and to grant their citizens "the right to freedom of opinion or expression".

This space has been made available to Amnesty International as an indication of support by CAUT of the aims of AI. Support of particular cases is a matter of individual conscience on the part of CAUT members.

OBITUARY

Frank Albert Knox, graduate and emeritus professor of Queen's University and eminent economist, died in Kingston January 25, 1976. He was 81.

Professor Knox was elected the first president of CAUT in 1951, and was an honorary life member of the Association.

Beginning after graduation in 1923, his teaching career at Queen's spanned 40 years. He was head of the department of political and economic science for many years.

Professor Knox held an honorary LL.D. from the University of Toronto and from Queen's and was a Fellow of the Royal Society of Canada.

Changing Patterns of Women in Engineering

by Rose Johnstone

When I first embarked on a survey of Women in Canadian Engineering Schools — or trying to visualize the invisible — I anticipated that 30 years after my own student days, the status quo would have remained unchanged. It is true that with such a frame of mind any departure from the original state could only be an improvement. Nonetheless, my reaction to the responses was remarkably euphoric. Without any effort of my part, several Engineering Schools in Canada have made decisions to make women visible in Engineering as engineers. No, women are not swelling the ranks of Engineering Schools, not is the staff becoming predominantly female — yet I clearly felt that for the first time — a positive effort was underway to make engineering a profession for the two basic varieties of mankind.

The adventure to survey the Engineering Schools started in the fall of 1975. On behalf of the CAUT I wrote to all Deans of Engineering Schools in Canada asking them whether they were considering any measures to change the predominantly male image of the Engineering Profession and, if they had inaugurated any measures, the degree of success, and the responses they have had. The view expressed in the letter to the Deans of Engineering and shared by my colleagues on the Status of Women Committee of CAUT, was that unless there was an overt and sincere attempt made to encourage women to change their views about their career options, the status quo vis à vis "male" professions and "female" professions was unlikely to change perceptibly in our lifetimes. Moreover, since cultural changes of this type occur very slowly, one must expect to wait some years before a change in pattern is evident.

Regrettably not all schools responded, but fifty percent did. The list of Universities which responded is shown in — Table 1.

Our letter to the Deans of Engineering also enquired about the progress in hiring women in Faculties of Engineering, recognizing that the presence of female engineers in Engineering Schools would assist in dispelling the view that Engineering was for men only. We had an additional motive in making these enquiries. It seemed likely that some Engineering Schools would be more advanced than others in attracting female students and it seemed possible that the success stories of some might encourage other schools to initiate changes in recruiting practices, and encourage universities without recruiting schemes to become disposed in their favour. We sincerely believe that if universities of Canada undertook an intensive campaign aimed at pre-university students which encouraged women to enter Engineering, and provided information and guidance to young women to assure them that:

(1) engineering need not be a male enclave;
(2) women can (and do) become successful engineers;
(3) job opportunities are available for women as engineers in the academic and business milieu.

We would see a gradual, but nonetheless visible change in women's attitudes towards selection of Engineering as a profession.

The information obtained from the universities responding was very heartening. Viewing first the question of female enrollment in Engineering, Table 2 shows the percentage increase of women in Engineering Faculties. It is quite evident that the universities of Ontario and the Western provinces have made the most progress in attracting female students. Those universities with the highest increase in female enrollment in Engineering also had a scheme for visiting students and/or some other form of contact in a pre-university milieu (Table 4). Although the numbers of female students is nowhere near that of male students, the numbers suggest a steady progress, particularly where efforts have been made to approach students before they begin their university training.

Table 4 shows that representatives from many Canadian Engineering Schools are trying to meet students in the High Schools and discuss career prospects with students. With the nominal amount of information collected and the absence of controls and statistical analyses, it is not possible to determine the efficacy of these measures at the present time. The increase in enrollment is the best evidence that the measures are beginning to show effect.

One cannot help wondering whether the Engineering Schools which did not respond to our letter have also observed increased enrollment of women in their Engineering Schools. The changes in the last four years have been very significant in all of the schools which submitted this information. Whether the change is here to stay or is just a passing flurry is still moot. The University of Toronto was kind enough to submit a long-term analysis (since 1900) of women's presence in Engineering. Once before (in the late forties) there was a brief increase in the number of women enrolled in Engineering which disappeared with the advent of the fifties. Perhaps the present trends will be sustained.

Although the majority of people do not enter university-trained professions, the events at the university do have a profound effect on the community at large. Changes in career selection and self-image of women at the university are bound to have an effect on career selection outside the groves of academe. A movement away from stereotyping of nursing and engineering as sex linked professions is bound to have an impact on work in investment areas as well as garage maintenance.

The least change in the complexion of Engineering Schools is in the presence of female engineers on the Faculty. It is recognized, of course, that if their number is small in the training force, it will be smaller still in the teaching ranks. However, none of the universities actually reported that special efforts had been made to attract or seek out female faculty. This may simply reflect the days of the shrinking university coupled with the knowledge that female engineers are too few and far between.

To end on a more optimistic note, it can only be hoped that as their numbers increase amongst students and practicing engineers, the universities will also modify their hiring practices. With a little effort it might even be possible to find female engineers in other than a solo representation, at all Canadian universities.

Universities Reporting Liaison Committees with High Schools and Professional Counselling at Both the High School & University Level

Universiy	Special Feature of Recruitment Campaign
U. of Alberta	Sponsored 1/2 day Seminar on Women in Engineering.
Lakehead U.	A female engineering student is part of the High School visiting team.
U. of Laval	Information to secondary schools. Orientation to incoming students re engineering as profession.
McMaster U.	Special booklet produced for female engineers. High School Seminars with Faculty of Engineering as speakers.
U. of Moncton	Brochures to High Schools.
Queen's U.	Films with female students shown in an equal role to male students. Female engineering students included in High School visiting teams.
U. of Saskatchewan	A special film on career counselling which includes the demonstration that a woman chooses to enter Engineering.
U. de Sherbrooke	Poster sent out to High Schools with tear slips requesting further information.
U. of Toronto	Special booklet put out on Women in Engineering — over 10,000 have been distributed.
U. of Waterloo	A female engineering undergraduate included in visits to High Schools.
U. of Windsor	University personnel visit High Schools and encourage women to consider a career in engineering.
U. of Western Ontario	Special brochure made available to encourage enrollment of women in engineering.

Engineering...

List of Universities Answering Re: Women in Engineering

University of Alberta
Lakehead University
University of Manitoba
McMaster University
Université de Moncton
University of New Brunswick
Memorial University of Newfoundland
Nova Scotia Technical College
Université Laval
Queen's University
Saint Mary's University
University of Saskatchewan
Université de Sherbrooke
University of Toronto
University of Waterloo
University of Western Ontario
University of Windsor

Total Universities answering: **17**
Total Universities written to: **34**

Enrollment of Women in Engineering Programs

University	Engineering Students Total	% Female
Manitoba	634	4.0
Memorial	350	0.3
Moncton	150	7.0
New Brunswick	—	4
St. Mary's	165	2
Saskatchewan	not known	3-4
Toronto	2,503	4
Western	729	4.0

Changes in Enrollment Pattern

University	Number of Females Enrolled 1971	1974
Manitoba	4	11
McMaster	8	31
Moncton	1	7
Queen's	3	18
Saskatchewan	3	16
Toronto	32	109
Western	1	13

Female Staff in Canadian Engineering Schools

University	Number of Professional Female Staff in Engineering School
McMaster	1 (Part-time)
Memorial	1
Queens	1
Toronto	1

Rose Johnstone is a professor of Biochemistry at McGill University.

The Merit Pay Paradox

— by A. Mikalachki

Merit pay for certain white collar workers presents an interesting paradox for managers: the workers want it if they have not got it, but do not want it if they have. This is particularly so for such white collar workers as middle managers, researchers, and professors who have jobs in which performance is difficult to measure. These classes of workers generally want to be differentiated and rewarded for their individual contributions to the organization. However, when merit is allocated, many of these workers view the experience as frustrating, demoralizing and unfair. This article will attempt to explain some aspects of the merit pay paradox.

The purpose of merit pay is to reward people who perform at a substantially higher level than others. The reward is in the form of money which is added to the fixed portion of the worker's income. In our society it is difficult to argue with the proposition that higher performance deserves higher pay. The proposition reflects the logic of simple justice in a society that believes in individualism. The pay-for-performance proposition is used by many as a base for the conclusion that opportunities for merit pay serve as incentives to increase productivity. Practice and research strongly indicate that this is not necessarily so.

Does Merit Pay Increase Productivity?

Merit pay (supplementary pay for higher performance) has different consequences when used in different jobs. In jobs where merit pay is easily related to performance, and is received soon after the task is completed, it has a positive effect on productivity. This effect has been documented both in theory and in practice. The theory of operant conditioning, for example, is founded on the notion that performance and rewards should follow closely in time and should be strongly associated in the performer's mind.

The selling of automobiles for commission or the making of widgets in an incentive pay plan so clearly connects the money reward to the rate of performance that the incremental pay serves as an incentive to increase performance. In these examples, the performance is clear. The car is sold or not sold; the widget is made or not made. In addition, the money earned is significant (10% or more of the work's income) and paid within a short time period (daily at best and monthly at worst). A study of blue collar workers[8] comparing piece work, fixed wage and premium incentive systems used in 73 Swedish plants presents evidence that performance increases significantly if premium or merit pay compensation plans are used. In addition, in cases where the Swedish companies switched from piece rate and fixed wage compensation plans to premium or merit pay plans, the working climate or morale significantly improved.

The effect of merit pay systems providing a year-end bonus on the performance of middle managers, researchers and professors is not as clear or positive as it is on automobile salesmen and widget makers. The lack of a clear and positive relation between merit pay and performance is due more to differences in jobs and merit plans than it is to differences in people. These differences will be discussed in terms of *performance measurement* and *reward consequences.*

The performance of middle managers (henceforth used to represent researchers, professors and the like) is difficult to measure and seldom systematically measured. In a study of a number of companies, one Dutch, one Canadian and 17 U.S. companies, Patz[6] reported the lack of simple, objective measures to evaluate the performance of middle and top managers. He stated that much of the data used for evaluation was qualitative and the quantitative data collected used such narrow (3, 4 or 5 point) scales that it was difficult to differentiate performance. In addition, he noted that the data was haphazardly collected and generally incomplete.

The nature of the middle manager's job makes simple, objective evaluation difficult. The job is not independent of others' efforts; quite the contrary, much of the job has to do with developing the efforts of others into a united whole. At best the middle manager's performance can be subjectively evaluated on a rather imprecise scale. His performance certainly cannot be as objectively and precisely measured as that of an automobile salesman and widget maker.

The subjective, imprecise measure of middle managers' performance is stressful. Howard's[1] study of stress in 2,000 professionals and managers in a large Canadian organization shows that their uncertainty as to how they are evaluated by superiors was a significant factor causing their stress. Thus, one of the costs of evaluation for merit is increased stress. The stress resulting from vague performance measures is further aggravated when rewards are connected to the evaluations.

Meyer[4], in an article discussing the pay-for-performance dilemma, notes that merit pay causes a competition for the limited merit rewards. He states that competition for rewards have been shown to generate a win-lose orientation with the following reactions:

> (1) Competitors are seen as enemies, and thus hostility develops toward them.
> (2) Perceptions of one's self become distorted positively, while perceptions of competitors become distorted negatively.
> (3) Interaction and communication with competitors are decreased." (p. 42)

These reactions reduce overall performance for managers whose job depends on the cooperative interaction of peers and subordinates.

Given the above reactions, it would appear that merit pay may *reduce* the productivity of middle managers. A study of General Electric managers by Meyer, Kay and French[5] indicates that a reward and punishment compensation system such as merit pay has a disruptive effect on performance. This study showed that criticism or punishment had a negative effect on goal achievement and praise or reward had a neutral effect. The average performer reacted defensively to criticism and reduced his output. Since at General Electric, 70% to 80% of the performers rated themselves higher than their supervisors did, and consequently received negative feedback, the cost in reduced output was significant.

An in-depth study, reported by Thompson and Dalton[9] of engineers in a technology based company showed the negative effects of introducing a highly visible, zero-sum merit pay system. Before the change, top management felt that the engineers regarded increases

as cost-of-living adjustments rather than pay-for-performance. A zero-sum merit pay system in which all engineers were evaluated on a curve was developed and a substantial amount of money was established to be allocated on the basis of merit. Ratings were not allowed to cluster around the average. Rather than the desired focus on performance, supervisors found themselves spending most of their time discussing morale. The fear, anxiety and uncertainty of all engineers negatively affected the organizational climate. The authors report, "A number of engineers, even some with above average ratings, reported that they became discouraged when their scores were lowered. They responded by reducing the amount of effort they were investing in the job, and a vicious cycle began." (p. 52)

Part of the merit pay paradox for jobs in which performance is difficult to measure can be understood by the various studies presented above. Middle managers, researchers, professors and the like, do not want merit pay if they have it. They do not want it because:

(i) merit pay punishes more than it rewards.
(ii) merit pay generates competition among colleagues and inhibits cooperative endeavors.
(iii) merit pay based on subjective, imprecise evaluations generates stress.
(iv) merit pay at best has a neutral impact on productivity, at worst a negative impact.

If merit pay is more trouble than it is worth, why do middle managers want it?

Why do Middle Managers Want Merit Pay?

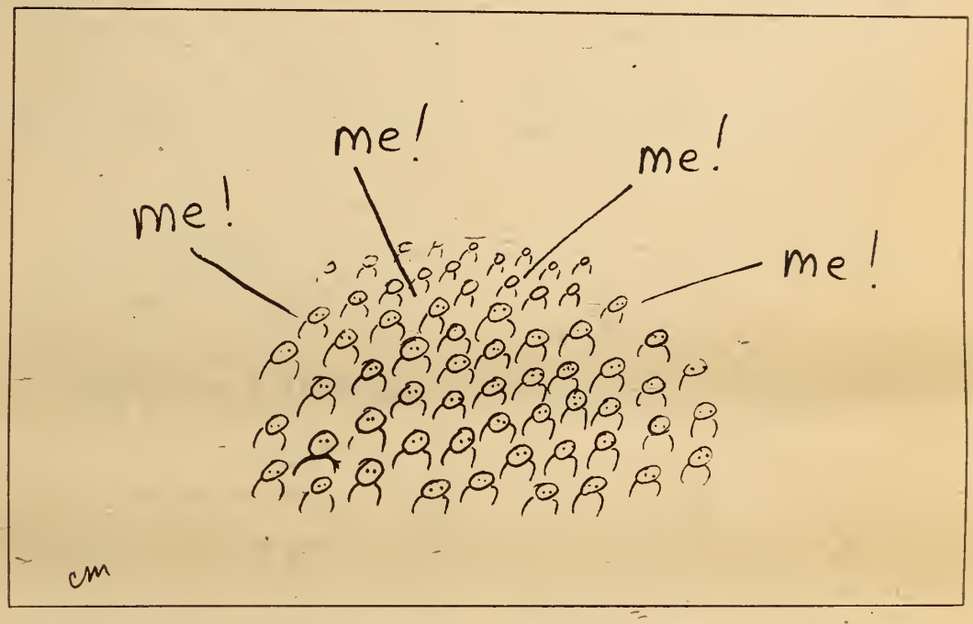
Middle managers who are interested in recognition from others or their own self-esteem, believe that not all men are equal in performance. Most managers, researchers and professors value their performance and expect to be compensated accordingly. Therefore, when they are asked if they favor a merit-pay system, they would respond affirmatively. They would even respond favorably, but not unanimously, to a merit-pay system which required 70% of them to be judged average or below average. Therein rests one of the clues to our merit pay paradox. That is, 70% or more of the managers feel that *they* would be the one selected in the above average and excellent categories. Meyer[4] found that 86% of engineers working in research laboratories in a number of different companies rated themselves as in the top 25% of excellence in performance. The other 14% saw themselves in the top 50% of performance excellence. He reported similar findings from other studies. Thus one of the major reasons why middle managers want merit pay systems is because they assume it will give them just rewards. The merit pay paradox may be somewhat resolved if the middle managers are viewed as wanting a merit pay system that *will* reward them for their efforts as *they* see them.

It is logically impossible to place 80% of the middle managers in the top 25% by performance excellence. The inability to evaluate 80% of the middle managers as above average has resulted in large number of middle managers receiving feedback far below their expectations. The subjective, imprecise evaluation of the middle managers' performance makes the feedback lose credibility. A frequent reaction by middle managers is to attack the merit pay system and its designers and implementors, thus diverting energy from the job. It is this cycle that connects merit pay to reduced performance for the period shortly after the negative feedback is received.

A Recent Case History

The events in one large Canadian organization offers an example of the effects of a new, zero-sum, visible merit pay system. Management felt their staff was too complacent; they were no longer showing the drive needed to achieve company goals. To remedy the complacency, a year-end bonus system was established and administered by the head of each of the organization's sub-divisions to reward effective performance. It was a zero-sum system using a 0 to 10 range. Within any sub-division the average award had to be 5. Each person was informed of his rating and the distribution of ratings of other people within his division. Thus everyone was told where he ranked relative to others in his division.

The effects of the new system is amply demonstrated by what happened in one staff division, in which the previous system was neither so precise nor visible. The previous system was also administered by the head of the division, but the comparisons were not made public. The feedback provided was in general terms and was not overtly compared to others. The blurred nature of this feedback allowed staff members to fill in their own self appraisals. Thus most staff members valued themselves highly and felt this value was shared by their colleagues and Division Head.



When the new system was introduced and about 80% of the staff received ratings below their expectations, the threat to the staff's self-esteem was beyond rationalization. For a period of some weeks the hostile feelings towards the Division Head and the company consumed much of the energy of most staff, even those rated "high", leaving little energy for the Division's work. The company paid a high price for making visible and precise, that which was blurred and is still subjective and imprecise. It was not the high visibility and comparison of the ratings alone which created problems. It was also the marked differences between the Division Head's view and the staff member's view of the latter's performance.

In the company, some are recommending that the system be less visible — thus addressing part of the problem. It is probably too late to revert to the less visible system of the past. The lack of trust that has developed between evaluators and staff no longer allows such a system in the company for the forseeable future. The previous system was founded on trust between evaluators and staff; the new system indicated that the trust may have been misplaced.

A new system of performance appraisal and merit reward is needed in this company. This system cannot be developed overnight. It will take considerable time for individuals to recover from their recent experience in performance evaluation and their disillusionment with previous evaluators. It will also take the involvement of the staff in developing an effective performance appraisal system.

Merit Pay: What is to be done with it?

Since competing for merit pay is not the primary purpose for which organizations are conceived, it would be wise to de-emphasize if not eliminate merit pay from an organization's reward repertoire. The de-emphasis is recommended because merit pay does not achieve its intended aims for middle managers. It cannot make a poor performer excellent. It cannot make a lazy man industrious. And in the minds of many, it does not reward meritorious performance accurately. Improving performance, stimulating industriousness and rewarding meritorious performance is the essential role of management. No formal reward system can adequately replace intelligent day-to-day management.

Although performance appraisal and merit pay may be related, it does not follow that the de-emphasis of one means the de-emphasis of the other. Performance appraisal is a vital process for effective management. Feedback on performance benefits both the individual and the organization. The individual who identifies with his job is anxious to get constructive feedback on his performance. The organization, in turn, constantly requires assessment as to the effectiveness of its structures and processes. Performance appraisal serves both the individual's and the organization's needs.

There are some common recommendations regarding performance appraisal, for professionally staffed organizations in which performance is difficult to measure, being made by researchers and practitioners alike:

1. Performance appraisal should be developmental rather than evaluative and punitive. A performer should learn of his efficiences and deficiencies. The latter should be accompanied with plans for improvement, thus giving a future orientation to the system. (McGregor (3); Meyer (4); Patz (6) Rieder (7) Thompson and Dalton (9)).
2. Performance appraisal should be separated from promotion and other reward allocations. The performance appraisal and feedback should be a developmental process focussing on how a person can improve. Such a process requires both parties to be open and free in exchanging ideas. Promotion and other reward allocation tend to be more evaluative pro-

cesses in which both parties are more defensive. There is no easy resolution of the problem that promotion and merit awards will be made on the basis of data collected for performance appraisal and consequently, what should be a developmental process may be a sham evaluative one. (Meyer (4); Meyer, Kay and French (5); Patz (6); Thompson and Dalton (9)).

3. Feedback on performance should take many forms. It should not come once per year in a general comparative statement. Thompson and Dalton (9) note that such a statement significantly reduces the number of rewards that management and employees value: "In nearly all organizations, a number of things can be considered rewarding, such as challenging assignments, responsibility for large sums of money, recognition, opportunities to learn, promotion, and so forth. Potentially, each of these rewards signal to the recipient that he and his contributions are valued. But once a formal system is set up to publicize a direct link between performance ranking and rewards, the reward chosen becomes the only credible indicator of management's evaluation of individual performance." (p. 154)
4. The performance appraisal system should be simple so as to minimize the cost and maximize the understanding. (Patz (6)).
5. The performance appraisal system should be participative. Those being appraised should have contributed to the development of the system, thus increasing their commitment to make it work. (Lawler (2); McGregor (3); Patz (6); Thompson and Dalton (9)).

Conclusions

Merit pay for middle managers presents a paradox for management. All managers feel they should be rewarded for meritorious performance. Most middle managers (70% to 80%) view their performance as falling in the above average to excellent category. Thus, most middle managers are frustrated and disillusioned with the annual negative feedback received. This yearly feedback takes on such importance that it draws significant energies away from the organizational tasks to be done. A vicious cycle of ineffective performance and negative reinforcement is begun and maintained.

For those caught in the destructive merit pay and performance cycle, it will be necessary to develop a new performance appraisal system somewhat distinct from merit pay. In doing so, they will be well advised to develop a system which is participative, simple or easy to administer, developmental and separated as much as possible from promotion and other reward allocating processes. It will take considerable time to develop such a system, especially the trust required to make it work.

For those wanting to institute formal merit pay schemes for middle management jobs, take a word of wise counsel based on the experience of those who have tried it — don't!

Author's Note: I would like to acknowledge the significant contributions made to this article by my colleagues at the Western Business School. I would like particularly to note the help of Professor D. H. Thain.

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Nothing Is True, Nothing Is False

A pop Deweyism is softening students' brains

By J. Mitchell Morse

Zeus, a stage Irishman in *Finnegans Wake,* gives ambigous orders ot the other gods. To Poseidon he says. "Posidonius O'Fluctuary! Lave that bloody stone as it is!"

Such is the inscrutability of the uncontrollable. All our researches are efforts to control it by making it scrutable, by scrutinizing it; all our frustration comes from the discovery, which we endlessly rediscover but which never satisfies us, that the uncontrollable doesn't stand still for our scrutiny and a formulation of it will last only until the next formulation.

And all our educational efforts are efforts to introduce our students into the confusion without merely confusing them, to make them aware of vanity without filling them with despair. Fortunately, we must begin with comfortable delusions of simplicity and stability. As Maimonides said in A *Guide for the Perplexed,* in the beginning we must simplify the subject, thus unavoidably falsifying it, and later we must sophisticate the falsely simple beginnings away.

This method works well in college for subjects the students have never studied before — *e.g.,* a second foreign language, in which we teach them the basic grammar and vocabulary before sending them to Europe to discover that many people speak ungrammatically, that there are regional and local dialects, and so on.

The difficulties of college teaching occur in subjects to which the students have presumably been introduced before they come to us — *e.g.,* the basic processes of arithmetic and the basic grammar and vocabulary of literate English. Because they haven't been introduced to them. A friend in physics tells me that many of his beginning students not only can't handle fractions but don't even know what a fraction is; and in my English classes there are juniors and senior who write like this:

- "He sat in this apt.. formally frequented by abandoned societal types Now, even that's gone. His hair a straggly main, he suffered with haranged senses."
- "In Heart of Darkness Marlowe sympathizers in the opressed native's robed of their few possions however he refused in accepting the practices of canonabalism."
- "In 'Lady Chatterlys Lover' their is a man called Sir Clifford who was nothing more than a personality. He had lost all contact with his 'mental life.' Sex to him is strictly a sensation one feels with their body but is no way related or involved with your mind. He gave to Conie a mental love which he found lacking to her being. She had no ideniny. I hope I have arisen enough interest to convince the reader."

I was the reader. I was not convinced by any of these writers. All three protested.

"I feel." said the first. "you ought to grade us on content, not the form."

"I feel." said the second, "you are downgrading me because like I was creative and just didn't, like, parrot back what you said."

"I feel," said the third, "that as a consumer I'm entitled to the education I'm paying for. This is the first time I've ever gotten less than a B. When can we go over the paper and see where you went wrong?"

The prevalence of the expression "I feel" is a symptom of the softening effect of a pop Deweyism on our students' brains: a lazy acceptance of the view that since nothing is known with assured finality there are no facts, only opinions, and therefore that one opinion is as good as another.

If we accepted this view with regard to our own disciplines, it would be the death of research, the death of teaching, and the death of our own minds. But our students do accept it with regard to their writing, their literary studies, their aesthetic judgments, and the beliefs they live by. Nothing is true, nothing is false. everything floats, everything is a matter of opinion.

I recently refused to accept, as a topic for a graduate term paper, an astrological interpretation of *Ulysses* based on a Ph.D. candidate's own belief in astrology. "Astrology." I said. "implies that the earth is the center of the universe." To which he replied. "I feel that it is." And when I then gave him Copernicus's argument about being on a ship and feeling that the land is moving past us, he said. "Maybe it is. That's just another way of looking at it."

For a moment I felt that I was in the presence of madness; then I thought. *No, he's not insane, he's just a solipsist. This is solipsism, nothing more; take it easy.* But now, on calmer consideration, I think perhaps he was having a moment of nuttiness. For solipsism so unquestioning makes rational discourse impossible in the contexts in which it occurs. "I feel that it is so, therefore it is so. For me." But if we are to communicate with others it must also be so for them; and if our communication is to be rational it must stand the tests of such objectivity as we have. At the very least, rational communication requires that we agree on the meanings of words, on the logic of sentences, and tentatively, in the light of the available information, on the hypothetical factuality of facts.

As Charles Sanders Peirce said some time ago, for economy of research we must assume that we know certain things. Likewise, for the purpose of making sense we must assume that words mean what they are conventionally supposed to mean in current usage. A conversation between Humpty Dumpty and Mr. Pickwich wouldn't get anywhere. Nevertheless. these two solopsists are English majors now, and they are everywhere. *They* know what they mean, and it's up to us to find out. Here are some example of their do-it-yourself prose:

- "The Congo might very well be the answer for the outcome of Kurtz."
- "Molly Bloom was a woman who has lost contact with her once-kept martial oaths."
- Bloom is naïve yet congcience."
- "The 'Odysey' is the prototype of romantic literature in the Western world. The book is structured according to the episode of Homer. Joyce only mastered the basis of structuralization of a book on another. He didn't find a new method of writing or an example but utilized a process."

People who write like that are not in touch with any intellectual reality. They are in a state of intellectual delirium — or, as one of them inadvertently put it, of "confussion." Speaking and writing are efforts to break out of the solitary confinement of subjectivity. These efforts succeed only in proportion as they make use of signals that other people understand. A loud vocal noise made by an unseen person may

Peter Lynde

Courtesy UBC Alumni Chronicle

be interpreted as a yell of joy or a scream of pain or of fear, and the interpretation will be accurate in proportion to the accuracy with which we related the vocal manifestation of a subjective state to something that is not subjective.

When we speak in words and sentences, we help our hearers to interpret our vocalizations accurately. The shout "Help!" is not likely to be misinterpreted as a shout of joy, although it may have exactly the same musical tone as the shout "Wow!" Both shouts, being words, are intellectualizations — however slight — of subjective states. They are parts of a social code. When we use them we asume, or hope, that there is another person who understands the code.

And when we write we use a purely intellectual code, which does without such elements of the spoken code as gesture, facial expression, and tone of voice, and indicates the tune — which is also part of the spoken code — by punctuation marks. The difference between "Well!" and "Well?" is a difference of tune, hence of meaning.

Likewise, the sentences "John says Joan is sweet" and "John, says Joan, is sweet" have different meanings because they have different tunes, and therefore the presence or absence of the commas is crucial.

But what do you make of the sentences "John, says Joan is sweet" and "John says Joan, is sweet"? It's hard to tell what to make of them. Their meanings are not clear, because their punctuation inadvertently violates the code of musical notation. And when a student writes such a sentence, and defends it by saying, as a student of remedial English did say to me, "It may not mean anything to you, but it means a hell of a lot to me." We then have the task of making him see that subjectivity is not enough. (And we'd better not use the word "subjectivity.")

"I feel." He doesn't want to violate his feeling by intellctualizing it. But *what* does he feel? To the extent that he knows, he has already intellectualized it. Otherwise the feeling would be only a tension of the muscle or a burning sensation in the chest, unidentified and inexpressible except through physical action. He might rape somebody or kill somebody, for example, or simply roll on the ground like a horse in a sunny field. But humanity, for better or worse, involves consciousness and control; and these involve thinking in words. Humanity is verbal or it is nothing.

Therefore, when a senior majoring in English writes. "Authors who succeed in portraying modern situations realistically succeed in portraying we all as victims." I view that "we" as a symptom of a deep disease in our society, a society that is becoming not only non-verbal but anti-verbal.

Some of us are trying to cure it; others are not. The Dewey-eyed Conference on College Composition and Communication has issued an official statement proclaiming that literate English is not the only English, that students have "a right to their own language," and that they are only frustrated and turned off when we correct their misstatements.

I am less pessimistic. I still struggle. If there is any hope, it lies with those of us who struggle. There are more of us than our lack of organization indicates.

J. Mitchell Morse, a professor of English at Temple University, is author of "The Irrelevant English Teacher" (Temple University Press. 1972) and the forthcoming "Sex. Race, Class, and Metaphor."

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"... A UBC Degree Should Automatically Connote Competence in English."

Students who can't write clear and coherent English won't be admitted to first year at UBC as of September, 1979.

UBC's Senate, at its meeting on April 21, approved a recommendation from its Committee on Standards in English to limit admission to first year at UBC to students basic competence in English composition or whose work in subjects other than English is demonstrably outstanding.

"The University is an institution of higher learning," Dr. Maurice Pryce, chairman of the committee told Senate, "and secondary-school-level instruction is not an appropriate function of a university."

The University will also be out of the business of remedial instruction in three years.

Senate approved a recommendation to end the Basic Composition Workshop program now given to first-year students who lack basic competence in written English. "Those remedial programs which have been offered in the University in the past, although they may have been undertaken as a stopgap measure, in the long term should not be allowed to persist forever," Dr. Pryce told Senate.

Other resolutions which would affect potential first-year students to UBC were also adopted at the April meeting of Senate, with Senate agreeing that school-level instruction in basic English composition is not a proper function of the University; that the Senate Admissions Committee should consider effective ways in which competence in English could be assessed; and that the president be asked to urge the Department of Education to provide leadership, co-ordination and financing for "English as a Second Language" programs in the province.

In putting forward these resolutions to Senate, Dr. Pryce said in the report that accompanied the resolutions, the Committee on Standards in English deliberately avoided the questions of whether there had been a decline in English ability of students over the last 30 years, and who is to blame for the present low standards.

"From the University's point of view, what matters is not whether standards have declined but whether present levels of achievement are adequate; and not who should be blamed but what should be done.

"Our initial assumption is that all students at the University of British Columbia should be able to express ideas in lucid and coherent English. The University must make this demand so that students are able to work effectively in their respective disciplines. We believe that a UBC degree should automatically connote competence in English."

While agreeing to terminate the Basic Composition Workshop program, Senate approved the provision of a program in English for students whose work in other subjects is demonstrably outstanding.

Although there was little opposition to the committee's recommendations, Dr. Roland Gray (Education) raised the question of whether the University should have standards in English at all.

"The long-range view might be that we should leave the question open," he said. "Given the population trends and what is happening in many universities, it might conceivably, in the not too distant future, be desirable on the part of the University to consider the possibility of re-examining its notions of standards and making appropriate compensations for students, as we have begun to do, in order that the institution may be maintained, if you will.

"The alternative might be some fairly sharp declines in enrolment," he told Senate.

From UBC Reports April 28, 1976.

A Quiet Canadian Speaks at Last: The Symons Report on Canadian Studies

By Michiel Horn

Indifference, neglect, the colonial-minded self-deprecation of many Canadian academics and the arrogance of some non-Canadians: all these become glaringly clear as the reader plows his way through the 300-plus pages which make up the first half of **To Know Ourselves,** the Report of the AUCC's Commission on Canadian Studies. Also evident is the lack of a coherent analysis of how our universities have got to where they are. The Report is a stunner; the last word on the subject it is not.

Consisting of Professor T.H.B. Symons, historian and former president of Trent University, the Commission has been at work since 1972. The two volumes presented here have been combined into one hefty document crammed with findings and recommendations. Volume I concerns itself with curriculum, science, technology and Canadian Studies, and "the Canadian component in education for the professions." Volume II deals with Canadian Studies abroad and in the community colleges, examines the archives in Canada and audio-visual resources in Canadian studies, and concludes with a brief statement on "the private donor and Canadian studies." Volumes III and IV will follow shortly, we are promised; the former will deal with the faculty of Canadian universities and their hiring practices.

One point about form rather than content: it may be too late for the Commission to change, but in the interest of having its report read it should abandon the present lay-out for Volumes III and IV. The wide single columns are hard to read; double columns would be welcome.

Most of the country's newspapers and many university information sheets have no doubt already picked up the Report's most trenchant phrases, variations on a theme of "there are few other countries in the world with a developed post-secondary system that pay so little attention to the study of their own culture, problems, and circumstances in the university curriculum." Symons's indictment is detailed and generally convincing. He finds a good deal to praise among long-established courses and programmes and recent initiatives. However, the citations of failure, neglect and ignorance mount to a level which can only be called scandalous. In virtually all areas of intellectual endeavour many faculty members and university departments are acting as if Canada hardly exists and Canadians are of little or no account.

Elsewhere in the world, the Report notes, interest in Canadian studies is growing, as it apparently is among students in Canada. However, "the general domestic neglect of Canadian studies has..., until recently, been closely paralleled by a neglect of Canadian studies abroad." The Canadian government must share the blame for this with the universities: "... there has been no real and sustained effort from within Canada and no coherent programme to make this country better known and understood abroad." Even foreign institutions that have shown an interest in Canadian studies have received little encouragement from Canadian sources.

In a personal aside, I can attest to at least one foreign university showing an interest in things Canadian before some Canadian institutions did. Fifteen years ago a couple of my friends and I, Canadian exchange students at the Albert Ludwig University in Freiburg im Breisgau, West Germany, discovered that a course in Canadian literature was taught there. There was no such course at my own college at that time. At that same college Canadian history was around 1960 usually taken by education students only. We arts and science majors did not know Frank Underhill's quip about our history being as dull as ditch-water while our politics were full of it, but in ignorance most of us acted as if we agreed. The subjects seemed too trivial; I myself managed to avoid them until I reached graduate school.

History is the discipline which fares best in Symons's discussion of the curriculum. Approximately twenty per cent of the total undergraduate history course offerings are now in the Canadian field; they enrol roughly a third of all students taking history. Not that Symons believes historians have grounds for complacency. He indicates a number of fields, urban, economic, business, labour, social, sports, military and intellectual history, the history of native peoples and of our international relations, in which much progress is necessary. Still, more is being done in history than in other disciplines: this is, in Symons's view, a sad comment on them rather than high praise for historians.

The citations of failure, neglect and ignorance mount to a level which can only be called scandalous.

The Report advances the case for Canadian studies as being, essentially, the case for self-knowledge. Other motives are mentioned, including the need for national, regional and community service, but the need "to know ourselves" is at the basis of the Symons argument. I find this argument convincing and agree with many of the recommendations which flow from it. But my appreciation of the historical background of the problems Symons is discussing leads me to be more pessimistic than he is about the prospects of change. This is not meant to imply that Symons is terribly optimistic. One recommendation arising out of the section on "Curriculum" reads, in part:

> There are clearly serious psychological barriers and problems of attitude to be overcome before appropriate attention can be given to Canadian studies in the teaching and research programmes of Canadian universities. Academic snobbery, reluctance to deal with the obvious, and excessive deference to the priorities of prestigious scholars and institutions in larger metropolitan societies have each contributed to the neglect of Canadian studies. So also, has the assumption, which is still held by many academics and administrators, that when Canadian academic interests, priorities and values differ from those elsewhere, they are necessarily inferior.

Having identified the obstacles, however, the Report suggests that they can be overcome by suasion. Universities are to do their best to provide a hospitable climate for Canadian studies, while

> ...senior university officials, including department chairmen, deans and executive heads, (should) encourage the attitude within their universities that the study of Canadian society, culture, circumstances and conditions constitutes a valid and important area of academic work, and that Canadian content courses should have a prominent place in the university curriculum.

The autonomous university is to set things right. But will it? Even with government financial help, can it?

As Howard Adelman points out in the 24 March 1976 issues of the **York Gazette,** an in-house information leaflet, the Symons Report pleads for self-knowledge without exhibiting it in one important sense: awareness of the history of Canadian universities, especially anglophone institutions, and Candian culture. (This may be corrected in volume III or IV, of course.)

One does not have to be an historian -- Adelman is a philosopher -- to recognize the importance of the historical dimension. Part of it is referred to explicitly in the preface by Larkin Kerwin, president of the AUCC, and is repeatedly mentioned by Symons: the *Report* of the Royal Commission on National Development in the Arts, Letters & Sciences, the Massey Report, which appeared in 1951. The continuity from that report to this one is clear; the similarity of many recommendations obvious. At the time (1949-51) that the Massey Commission did its work, however, the Canadian universities were mostly small and penurious. Some of the recommendations made in 1951 were intended to direct additional public funds into the universities, so that these might better fulfill their cultural tasks in and duties to Canadian society. And, slowly at first, then in a flood, especially the federal government responded. The Canada Council was one important result.

Money is getting tighter once again. It is scarcely surprising, then, that the Symons Report should be pleading for the expenditure of public funds, at home and abroad, so that Canadian studies may be enhanced. But why was more not done during the comparatively flush 1960s? And what makes Professor Symons so apparently confident that additional money fed into the universities would effect the results he wants, assuming university autonomy as given? That autonomy is important to him: he warns, for example, against the harmful effects which government-sponsored, mission-oriented research may have on the academic independence of universities and on freedom of inquiry. Canadian society will be better served, he suggests, when academics, not politicians or civil servants, establish the priorities of research.

There seems to be a contradiction here. Few academics will welcome government action which force the hand of universities in such matters as staffing, curriculum or research. A case in point is the CAUT's own reluctance to countenance action by the Department of Manpower and Immigration which will hinder hiring abroad when a university, in its best judgement, considers it to be justified. Yet university autonomy and "academic laissez-fairism" -- the phrase and the idea are Adelman's -- have done much to create or perpetuate the state of affairs which Symons so fervently deplores. By and large academics have decided what to do about Canadian studies and how

or how not to do it. Will exhortations, possibly reinforced by funds directed into the broad area of Canadian Studies, lead the leopards to change their spots?

From the first two volumes of his report it seems that Symons thinks so. He may be right. Is it not possible, however, and even likely, that the attitudes identified by Simmons and the policies adopted by universities during the past quarter century both indicate that formally autonomous universities will on the whole -- exceptions already exist and may increase -- perpetuate familiar patterns in teaching and research? And will these patterns not continue to reflect and reinforce the quasi-colonial status of our university system and the colonial state of mind of many of its teachers?

The best description of the intellectual as colonial is Frank Scott's. In the course of attacking the traditionalism of much of Canadian poetry he wrote in 1942:

> Of all the contributing factors that go to make up the state of mind reflected here the deepest and most dominant, in my opinion, is our Canadian colonialism. This has little (though some) relationship with outward governmental forms. It is more a cast of thought, a mental climate. The colonial is an incomplete person. He must look to others for his guidance, and far away for his criterion of value. He copies the parental style instead of incorporating what is best in something of his own. He undervalues his own contribution and overvalues what others can do for him. Old greatness is more to him than new truth. Above all he fears originality, which might cut him off from his secure base.... ("A Note on Canadian War Poetry.")

It is not up to me to assess how valid the criticism still is today as applied to Canadian poetry. Its continued application to many academics in Canada is clear, however. What has changed is the geographical derivation of the criterion of value.

English Canadians generally have during the past thirty years ceased to think of themselves as British. Academics have shared in this trend. Until the late 1940s or early 1950s the tone of faculty common rooms was often set by those who prided themselves on an exposure to Oxbridge. Returning Rhodes scholars enjoyed considerable prestige. A Ph.D. was not yet seen as necessary, at least not for bright young men who had done the right things at an acceptable college in the Old Country. And many of those young men must have thought back with nostalgia to their days along the Cam or Isis, in London or Edinburgh, as they contemplated their careers in the small and mostly little known colleges and universities of Canada.

Canadian academics are usually either willing quasi-colonialists or else do not know how to fight effectively against their status as the fauna of a cultural hinterland

Emancipation from this colonialism came in two ways. Some scholars ceased to copy the parental style and made original contributions to knowledge. They did not reject British culture; they departed from it to shape something Canadian. Among these people one name stands out, that of Harold Adams Innis. And it was Innis who came to recognize the danger inherent in the second form of emancipation, in which British models were replaced by American.

Innis's essay "The Strategy of Culture," which he wrote as "a footnote to the Massey Report," is pregnant with significance for anyone seeking to interpret the Symons document. Indeed, so is much of his later work, most notably **Empire and Communications** (1950). Symons notes that "Canada's cultural relations abroad have been severely neglected, in spite of the fact that cultural links can provide one of the most enduring and influential forms of association between nations." A quarter of a century earlier Innis wrote: "In the long list of volumes of 'The Relations of Canada and the United States' series, little interest is shown in cultural relations and the omission is ominous." Given the importance of cheap pulp and paper, much of which was produced in Canada, in the 20th century growth of communication by means of newspapers, periodicals and large-run bestsellers, all of them stimulated by the needs of the advertising industry and the products it promoted; given also the growing importance from the early 1920s on of radio broadcasting, the cultural relations between Canada and the United States were, to Innis, centrally important. Canada was particularly vulnerable to the systems of mechanized communication which developed most quickly in the United States. Their impact on universities was not limited to that of periodicals, radio and, eventually, television. "Monopolies of knowledge have been built up by publishing firms to some extent in co-operation with universities and exploited in textbooks. A large

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textbook subject to revision at suitable intervals can be profitably exploited at the expense of works of scholarship." (**Empire and Communications**) With a large market open to them, Innis did not need to add, American textbook firms had a clear advantage over their Canadian counterparts.

The impact of the periodical press tended to break down Canadian styles. "Canadian publications supported by the advertising of products of American branch plants and forced to compete with American publications imitate them in format, style and content. Canadian writers must adapt themselves to American standards." ("The Strategy of Culture") Anyone who has read **Maclean's** and **Saturday Night** recently will not be disposed to disagree.

"The dangers to national existence warrant an energetic programme to offset them," Innis stated. The CBC and the National Film Board were government-sponsored efforts to counteract the influence of American broadcasters and film-makers. (That neither has really been effective in this constitutes a doleful story told by men like Frank Peers and Graham Spry.) Innis held the appointment of the Massey Commission and the contents of its report to be further encouraging signs; so were federal grants to the universities. These had already taken "a zealous interest in Canadian literature but a far greater interest is needed in the whole field of the fine arts." The same judgement is made by Symons, suggesting that not too much has changed since 1951. In the meantime A. Russell Harper has drawn attention to the destructive impact which, along with urbanization, "the appearance in the Canadian art world of a colonialist attitude" had on primitive or vernacular painting, especially in English Canada. "...Those who aspired to be 'artists' adopted styles which were acclaimed as marks of progress though their imitations were often bland mediocrity." In this case, too, the cultural metropolis was initially European; the shift to America came later.

"We are indeed fighting for our lives," Innis concluded:

The report holds little solace for those who would look to politicians and civil servants for a sophisticated understanding either of the needs of universities or the need for Canadian studies.

> The pernicious influence of American advertising reflected especially in the periodical press and the powerful persistent impact of commercialism have been evident in all the ramifications of Canadian life. The jackals of communication systems are constantly on the alert to destroy every vestige of sentiment toward Great Britain, holding it of no advantage if it threatens the omnipotence of American commercialism. This is to strike at the heart of cultural life in Canada. The pride taken in improving our status in the British Commonwealth of Nations has made it difficult for us to realize that our status on the North American continent is on the verge of disappearing. Continentalism assisted in the achievement of autonomy and has consequently become more dangerous. We can only survive by taking persistent action at strategic points against American imperialism in all its attractive guises...

To Innis the universities were one of those strategic points. From the Symons Report it seems, however, that the action which has been taken has been fitful and limited. Another area, popular culture, has in urbanized English Canada since 1950 or even earlier become virtually indistinguishable from that in the United States. Radio, television, the record industry, periodicals, professional sports and films have had their cumulative effect. When Torontonians take pleasure and pride in having at last obtained an American (or National?) League baseball franchise it is not difficult to sense which way the wind has been blowing. Professional sport, advertising, and the communications media have for more than half a century been inextricably intertwined. In the resulting web Canada is fully caught up. This also reflects the continental integration of the business community. Jack Kent Cooke, Canadian-born sports entrepreneur now active in Los Angeles, is the new North American.

Universities have perhaps been somewhat slower to change. The old British ties have now been very largely severed in the English Canadian institutions, however, and even in Quebec old styles and standards derived from continental Europe and adapted for Canadian use have during the past two decades or longer been challenged with increasing success by American modes. But the French language, the civil law tradition, a strong self-identification and a lingering illiberalism provide defenses absent in English Canada. Here only the naive fail to recognize where the metropolis now is.

It is idle to blame non-Canadian, and more particularly American, academics in our universities for the change. To be sure, an argument for their near-exclusion from new hiring during the next few years may reside in the need to provide jobs for Canadian graduate students. In the past, individual non-Canadians may have availed themselves of objectionable hiring prac-

tices, and Symons leaves little doubt that the presence of large minorities or even majorities of immigrants in various departments or faculties has often hindered teaching or research in Canadian studies or, in any event, has not enhanced them. It has been observed by Anthony Richmond, finally, that "the mere fact of migration to another country did not fundamentally alter a person's sense of who he was, how he should behave, or where he belonged. For many immigrants, particularly those from the United States and Great Britain, the change of residence made little difference. *This was particularly true if they retained the same occupation.*" (My emphasis.)

An illiberal movement for Canadianization would prove profoundly disruptive and... if successful would destroy the Canadian universities as we know them.

American academics, then, can reasonably be expected to look to the university systems and cultural centres of their home country for their standards and for approval. All the same, in few fields and universities do American academics constitute more than a quarter of faculty strength at most. Secondly, Symons recognizes that academic immigrants -- Richmond is a distinguished British example; there are Americans also -- have made important contributions to Canadian studies. No, there may be quasi-colonizers in our midst, but the problem is that Canadian academics are usually either willing quasi-colonials or else do not know how to fight effectively against their status as the fauna of a cultural hinterland. Symons so far seems to belong among the latter.

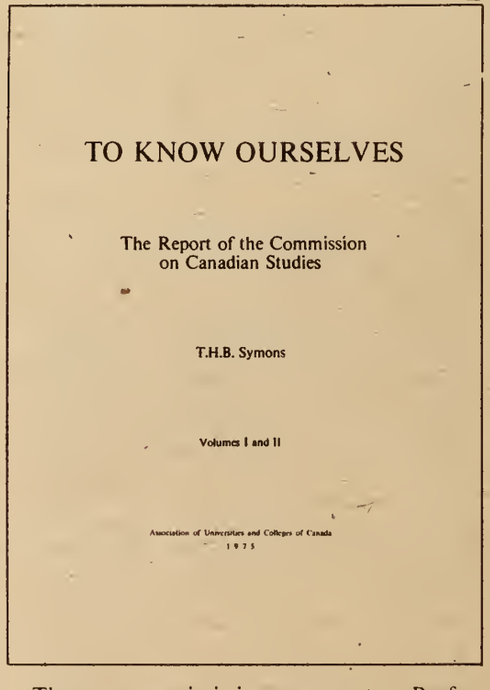
"The United States", Innis writes, "...has sponsored a new type of imperialism imposed on common law in which sovereignty is preserved *de jure* and used to expand imperialism *de facto*." (**Empire and Communications.**) From the point of view of those subject to this imperialism and objecting to it, their condition is quasi-colonial. (As A.P. Thornton tells us, "colonialism is only imperialism seen from below.") It is not totally far-fetched, I think, to compare many Canadian academics with the Albertans analyzed in C.B. Macpherson's magisterial **Democracy in Alberta.** A society in which independent producers and an independent producer mentality were dominant, and which was in a quasi-colonial relationship to a metropolitan centre, opted for political action by means of movements, the United Farmers of Alberta and later Social Credit, which promised to end the causes of hinterland resentment. The basic liberalism of the independent producer mentality, however, was in itself enough to prevent a serious challenge to the Central Canadian monopolies and their local agents and sympathizers. Moreover, illiberal tendencies which led the Social Credit government to try to interfere with banking and that most sacred of North American cows, freedom of the press, were quickly checked by the Dominion government. Belief in "free interprise" was bound to render the movements ultimately ineffectual in any case.

The analogy to the state of the universities should not be pushed far. Still a nucleus of academies concerned to "canadianize" the universities and their curricula already exists. This Report may bring them additional support. A "ginger group" within the CAUT seems not impossible; neither does an association of Canadian academics existing alongside the CAUT. Comments about the CAUT as an organization bound to seek compromise, made by those of the Matthews persuasion, are more than faintly reminiscent of Henry Wise Wood's remarks in the 1910s about the two old parties, or William Aberhart's in the 1930s.

However, an illiberal movement for Canadianization would prove profoundly disruptive, and in the (unlikely) event that it were to be successful, it would destroy the Canadian universities as we know them. Some people may be ready for this; I am not. On the other hand, a liberal movement will have only limited success in promoting the expansion of Canadian studies. This is the dilemma as I see it, one which is scarcely hinted at in these first two volumes of **To Know Ourselves.**

Autonomous Canadian universities and many of their faculty members will not respond to exhortations to do much more than is currently being done, especially so long as money is increasingly scarce. Even to those who favour a great expansion of Canadian studies, however, direct government interference in the universities aimed at securing that expansion is likely to be unacceptable. The threat to academic freedom would be grave; and Canadian self-knowledge would not necessarily result. The Symons Report holds little solace for those who would look to politicians and civil servants for a sophisticated understanding either of the needs of universities or the need for Canadian studies. This is merely underscored by recent remarks attributed to the Attorney-General of Nova Scotia, as reported in the **Globe and Mail** of 14 April 1976.

The limited best that we who are interested in Canadian studies can probably hope for is that governments will adopt judicious financing policies which will have the indirect effect of leading more academics to take Canadian experiences and problems seriously and to cope with them in ways which make sense. The future does not look bright. University spending is under attack; governmental attitudes are likely to include the view that the money needed to expand teaching and research in Canadian studies should be taken out of the resources now applied by universities to other ends. The several research councils and the Department of External Affairs may get more money for the purpose of expanding Canadian studies, and they may not. Whether provincial governments will help out here remains to be seen; I am not hopeful.


TO KNOW OURSELVES
The Report of the Commission on Canadian Studies
T.H.B. Symons
Volumes I and II
Association of Universities and Colleges of Canada
1975

These are pessimistic assessments. Professor Symons does not in these two volumes permit himself this kind of pessimism. In common with all Commissioners, Royal or otherwise, he must persist in the hope that people can be changed through persuasion and that money which he believes is needed for a good cause will be made available. Not to hope is to admit that most commissions are exercises in fact-finding futility.

Autonomous Canadian universities and many of their faculty will not respond to exhortations to do much more than is currently being done.

Symons has done us a favour by indicating what is being done in Canadian studies -- it is worth repeating that the record is far from being one of neglect only --, what is not being done, and what in another Canada presumably would be done. A more rigorous analysis, a more sophisticated self-knowledge, may be forthcoming in the second half of the Report although I rather doubt it. A lack of historical perspective seems too deeply engrained in the volumes now available. Like Mr. Micawber, Professor Symons seems confident that something will turn up. I fear he will be disappointed by the universities and the country.

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BOOKS LIVRES

Lovely Icing, but Where's the Cake?

Brand Blanshard. **The Uses of a Liberal Education and Other Talks to Students** ted Eugene Freeman). La Salle, Illinois, Open Court Publishing, 1973. 415pp.

Few of us, I suppose, have the time to be constantly reassessing and readjusting our educational theories or to engage in prolonged reflection on the goals of higher education, the social role of the university, or similar elevated themes. We generally have much more mundane if equally pressing educational problems to cope with. So we embody our ideals in our teaching and hope that they don't become too outmoded or shopworn.

It is salutory, therefore, to have one's assumptions — examined and unexamined — tested out from time to time against the broader and more systematic considerations of an educationalist of note. Brand Blanshard is an American philosopher and educator with impressive credentials and with considerable teaching experience; a man who is an apostle of reason and intellect, of the "principle of sanity in thought" to use his own words, in all modes of human commerce; a man who may not be a philosophical or educational trail-blazer but who is a skilled and conscientious interpreter and propagator of ideas; a man whose views are an expression of an old-fashioned but nonetheless admirable humanist and meliorist tradition that contrasts usefully with the scepticism that is the modern orthodoxy.

Unfortunately, Professor Blanshard's book is not the sort to send you racing refreshed to the classroom to wrestle anew with your students, nor to send you to your study to wrestle with your educational conscience under the spur of new insights. *The Uses of a Liberal Education and Other Talks to Students*, as the latter part of the title suggests, is an unpretentious but also a severely limited collection of twenty-three amiable, American-oriented pieces ranging discursively over familiar educational ground rather superficially and repetitively. As the author frankly admits in his Preface, most of the essays are "not essays but speeches", speeches composed as convocation or commencement addresses, as endowed lectures of various kinds, or as celebrations of the inaugurations of college and university presidents. The nature of the occasions for which the pieces were written bodes ill for the appearance of inspired flights of speculation or radical theoretical excursions. Forebodings are proved accurate by the essays, the traditional matter and manner being suited perfectly to the traditional occasions.

It is perhaps hardly surprising that convocation addresses should sound like convocation addresses. But there must be some question as to whether the speeches made on such occasions are really worth offering to a wider public, and, specifically, whether Professor Blanshard should have allowed himself to be persuaded by his editor to offer to the world items which, as the author himself would be the first to admit, were never intended for the ears of the world. The demands made of a speech (however formal) and of an essay (however informal) are necessarily different; and this collection of essay-speeches cannot justify itself as an independent entity by appeal to exceptional originality of vision, remarkable depth of penetration, or unusual strength of argument.

This is not to say that Professor Blanshard lacks skills and graces as a lecturer. On the contrary, he draws ably on a wide and varied range of anecdotes to illustrate his arguments and beguile his audiences. One is instantly disarmed by the fact that though a philosopher by profession, he displays good-humoured self-depreciation whenever he alludes to or expatiates upon the discipline that at times seems, even to its disciples, like "the search by a blind man in a dark cellar for a black hat that isn't there". One is repeatedly entertained by images of students "prowling about in search of what they may most painlessly devour" in the way of courses, of disgruntled educators maintaining that "any subject of study was good for a boy so long as he hated it", or of the mathematically inept Archbishop of Canterbury who "added a column of figures by first adding them downward, then upward, and taking the average of the two results". But this is, after all, icing on the cake, and necessary though the icing be for listening audience shifting restlessly on hardening convocation seats, is the cake beneath, the reader will ask, stuffed with fruit and nuts?

The fruitiness of the essays varies quite remarkably. A few are fully considered discourses. The majority are chatty in tone, rudimentary in argument, and superficial in treatment — none of which is altogether surprising given the circumstances under which they were originally composed. A few are scarcely more sophisticated than high-school pep talks, the most discomforting in this vein being those placed in the final section of the book (entitled honestly but unenticingly "Homilies"), wherein the reader is faced with a series of earnest lay sermons on such academically unlikely topics as "Conformity", "Serenity", "Courage", and "Admiration".

The shortcomings of the collection as a serious offering are reflected not only in the intellectual unevenness of the pieces but also in the editorial mechanics of the book. Though it is provided with an index, there is no bibliography and precious little in the way of footnotes. There is also an annoying editorial taciturnity with respect to the date of composition of some of the pieces. Ten are dated (the dates ranging between 1947 and 1968); the remaining thirteen are undated. The assiduous reader could doubtless ascertain the dates of some of the latter by tracking down the occasions for which they were written, but he might have to rely on the co-operation of the officers and the accuracy of the records of Wheaton College Alumnae Association, Norton, Mass., or of the Fox-Howe Association, Buck Hill Falls, Penn., or of Thiel College, Greenville, Penn., or of Carleton College, Northfield, Minn. The complaint is not simply captious. The date of an utterance may well determine whether it deserves the acclaim accorded to originality or the simple agreement or disagreement accorded to elegant repetition.

As to the substantive issues raised by the work, Professor Blanshard addresses himself forcefully and with a great deal of plain common-sense to a number of the major cultural and educational problems of the last quarter century, both inside and outside the university. Like many teachers in the humanities, he is constantly and acutely aware of the difficulties of maintaining standards, of nurturing quality, and of exercising judgement and discrimination in a society which directs much of its energies in the opposite direction. He argues passionately for the necessity of the humanities rather than the sciences being the core of the educational system, especially in a technologically inclined civilisation, which is apt to confuse the instrumental goods of life with the intrinsic goods of life; and, in more narrowly pedagogic terms, he argues that even the methodology that scientific training is supposed to inculcate in the non-specialist student is better derived from disciplined study in the humanities, where conclusions must be reached not in terms of ice-hard abstractions and logical certainties but in the more lifelike terms of human ambiguity, uncertainty, prejudice and compromise. These and other fundamental and familiar issues associated with higher education — the two cultures, the claims of vocational as opposed to academic training, elective as opposed to mandatory programmes of study — are displayed in a competent and orthodox fashion, though, as the origin of the essays makes inevitable, the issues cannot be treated with anything remotely resembling exhaustiveness or profundity.

Many of Professor Blanshard's general propositions and assumptions about the nature of the university and the educational process I personally would readily assent to, my home also being the humanities. Whether a scientist or social scientist would agree as readily is another question. But even Professor Blanshard's reliability as a guide to the humanities (and hence the persuasiveness of his general arguments) is undercut more than a little by the fact that his aesthetic judgements in the fields of music, poetry, fiction, drama, and painting are distinctly testy when it comes to the modern period. Professor Blanshard likes his music euphonious, his poetry mellifluous and instantly intelligible, his fiction and drama non-violent and unsordid, and his painting representational; and he prefers all of it to have been created prior to the twentieth century. Jazz is "essentially primitive music which acts directly on the spine without reaching the cerebellum". Contemporary art consists in the main of "formless smudges". Modern American fiction and drama, such as that of Faulkner, Mailer, and Tennessee Williams, panders gratuitously to our taste for the sensational, the sordid and the violent, and, moreover, offers distorted or unfortunate views of the United States to the outside world (as if the main function of literature were to serve as a tourist brochure). And poetry appears to have stopped for Professor Blanshard in 1936 with the death of A.E. Housman, "the last poet I can think of whose work was uniformly the product of a fastidious ear", and whose verse, like an advertising jingle, would meet Professor Blanshard's criterion of poetic intelligibility, that "no one could fail to catch its meaning at the first exposure". Equally symptomatic are such revealing qualifications as "*even if* Eliot and Picasso are all that their admirers say they are", and such elegantly balanced but utterly prejudicial phrases as "True poetry — not the conundrums and acrostics that are sometimes served to us as such; true art — not Rorschach tests on canvas; great fiction as opposed to newsstand whodunits". Such brusque judgements and sweeping dismissals may elicit easy laughs from a live audience by catering to their philistinism, to their impatience, or to their uncertainty in the field of contemporary art and literature; but such judgements are scarcely appropriate in a seriously published essay, especially an essay from the pen of one who presents himself as a defender of the humanities.

Is it perhaps unfair to subject a collection of speeches to so close a scrutiny? I think not. It

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Graduate Work — What Purpose, What Value?

A review of Richard J. Storr's **The Beginning of the Future. A Historical Approach to Graduate Education.** New York: McGraw-Hill Book Company, 1973. 99pp.

This slender volume is the fourteenth in the series on higher education initiated by the Carnegie Commission on Higher Education. The author, Professor R.J. Storr, an American education historian at present on the faculty of York University, modestly refers to it as an "essay", and insofar as he articulates the problems generally inherent in graduate education and examines them in the light of his personal philosophy, it may be considered as such. But it is more than a mere exercise in introspection, so that all those engaged in academic planning owe a debt to Professor Storr for his clear exposition of the dilemma in graduate studies, for posing the right questions, and for sharing with them his vision as to how best to move towards solutions.

Early in his academic career he became intrigued with the question of how the "substance" and the "form" of American graduate studies in arts and science evolved. Later, while a graduate student at Johns Hopkins, he began to delve seriously into the historical record in order to seek the answer. This is his second book on the subject.* Depending on their particular interests, the Canadian professoriate, individually, may or may not be fascinated by the detailed analysis of the American scene, or in the account of the determination of a certain group of intellectuals to realize their dream of *The American University,* but all will find the chapters on "The Abuses of History", "After the Golden Age", and "The Meaning of Degrees" both pertinent and illuminating. Despite obvious differences between American and Canadian approaches to higher education (and these are especially evident in the way in which Storr portrays the college as a place for undergraduate work and the university as one reserved graduate studies), there are sufficient parallels to render the book a useful springboard for discussion and investigation of the current issues in Canadian graduate education. It is interesting to note, for example, that the efforts to open avenues for American students to pursue graduate work at home in preference to their going abroad had the same impetus as did those made at a later date by Canadian academics on behalf of their students; namely, to ensure that the young intellectuals remained loyal to contemporary political ideologies — in the case of the former to a republican, and of the latter to a monarchical tradition.

The questions explored by Professor Storr regarding the meaning of graduate work, its purpose and value, the relative importance of maintaining high standards in conjunction with easier accessibility, the place of vocationalism in the university and of professionalism in graduate programs, transcend national boundaries. He exposes two crucial issues which must be resolved before a more effective and above all satisfying future can be realized for graduate education. They arise out of his conviction that, despite tensions generated by conflicting views as to the relevance of formal requirements for the Ph.D. (the form) and the desire of candidates to get on with their research projects (the substance), a significant amount of innovation has emerged from the established pattern. Nevertheless, Storr recognizes that the "potentially creative tension between substance and form too often degenerates into wasteful conflict" which can have a stultifying effect on students. Many begin to see the whole graduate process as one akin to an obstacle course whose artificially imposed impediments must be successfully hurdled before the true course of scholarship and research can be embarked upon. The question of how to dissipate this negatively charged tension which is counterproductive represents one side of the dilemma. The other centres on the 'bathwater and the baby' proposition: "where should the dismantling of forms stop lest the mind simply be left floundering?" The task, then, is to determine what innovation has come out of graduate studies and under what particular conditions.

Storr believes that an historical approach to the problem can provide "a sharper, more subtle understanding of the options academics faced in the past, and such awareness has a liberating impact on the way in which we think about the future." He cautions, however, about accepting without reservation the information gleaned from personal histories. As valuable as such sources undoubtedly are Storr bluntly asserts.

> Patently the danger is that the uses of personal history will be blindly reactionary... Such history can produce both a bullheaded refusal to recognize that the status quo has faults and a compulsive radicalism springing from rejection of a past bitterly remembered. The Right as well as the Left can abuse history in the same stupid way.

One of his initial purposes was to arouse interest in graduate education with a view to bringing about whatever reforms subsequent historical analysis and reflection deemed advisable. By 1973, when the book came out, the effects of public disenchantment with Canadian higher education were beginning to be manifested in governmental determination to exert more stringent control over institutional budgets and planning. In the face of the groundrules under which universities must operate today, Storr now sees an even more pressing need for academics to grasp a firm understanding of issues and particularly of how existing practices in higher education came about so that they can differentiate among ones that are productive and those which are purely vestigial or exist because of "a personal and intensely human, if not always humane, fidelity to great teaching, or great teachers recalled to mind as templates of excellence." Such knowledge, combined with a firm commitment to put their own house in order and to maintain the integrity of the university, he believes would provide them with considerable leverage when they are discussing academic policy with government agents. This could result in the adoption of policies more congenial to both sides and in the best interests of the public. Storr's final appeal for "a deeply informed understanding of the university, *across* the university, and not least among graduate students," is not mere rhetoric. There is more than a nice ring to his phrase "what we all think of the university, past and present, is the beginning of the future."

Gwen Pilkington

**R.J. Storr. The Beginning of Graduate Education in America. Chicago: University of Chicago Press, 1953.*

Education Teaching

A. Farine: **Les diplômes en sciences de l'éducation.**

The publication of Prof. A. Farine's study of Educational Sociology entitled: *Les diplômes en sciences de l'éducation (Étude sur la concordance entre l'emploi et la formation universitaire)* happily coincides with the celebration of the first decade of existence of the Faculty of Education in the University of Montreal, whose Dean M. Plourde states his appreciation for the contribution made by this piece of research to the future orientation of policies in his institution, with respect to: study programmes, quality of teaching and community relations.

Dr. Farine's work marks a beginning in francophone preoccupations with higher Canadian degrees in Education. To date, in this area of interest, we only knew N.L. Robertson's brochure[1], dealing with the Doctorate in Education in Canada, only from the restricted viewpoints of admission conditions and areas of study available, all this dating back to 1971. Prof. Farine attempts a comprehensive approach to the problems examined, and, stating his fundamental interest, *the efficient guidance of future candidates,* he proceeds with the aims of his research, which are fourfold, i.e. better to understand:

— certain sequences of study and work leading to higher degrees in Education;

— the progression followed by students after graduation;

— the agreement between training and employment from the viewpoint of positions offered (study areas and specialisation);

— the perception of the university by the graduate.

The study is divided in six chapters detailing:

— a review of the literature relating to the connection between university training and type of employment;

— the research method, which in this case is a survey design of the kind specified by Ch. Glock[2];

— the antecedents of graduates and the distinctive traits of their training and position;

— a comparative examination of two graduate groups;

— the analysis of results obtained by statistical compilations intent on *causative* links;

— the summary of the research and its implications.

It is here, in the sixth part of the study, that the author found significant implications — he flatly abstains from formulating recommendations for university policy — namely:

— re-examining the quality of teaching;

— tightening the ties with the community, with a view to assuring meaningful agreement between training and position offered;

— offering graduates higher types of training and adequate means for updating expertise, aims for the realization of which new structures may be needed;

— increasing the flow of information on programmes offered by the university, to enable candidates effectively to adjust to changes intervening in the manpower market.

A teaching of high quality, adult education or other means of training and an advanced concertation with the community seem to be, in conclusion, the foundation on which teaching development in univesity policies ought to rest.

The survey had 140 respondents, whose replies pertained to:

— the setting up of better institutional ties between the university and the community (36% of the comments);

— the improving of university teaching and administration (23% of the comments);

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South Africa: In search of academic freedom

The Open Universities in South Africa and Academic Freedom, 1957-74. A Review by the Academic Freedom Committee of the University of Cape Town and the University of the Witwatersrand, Johannesburg. Published on behalf of the Committee by Juta & Co. Ltd., Johannesburg, 1974. 49p

The problems which presently beset Canadian higher education seem considerably less vital after reading the booklet published by the Academic Freedom Committees of the University of Cape Town and the University of the Witwatersrand. Current Canadian concerns about fair and equitable procedures in tenure hearings and the threat of lay-off of faculty members in time of financial crisis are not to be compared with the "banning" of distinguished faculty members from their universities and the presence of informers paid by the Bureau for State Security in the classrooms and common rooms.

Threats to academic freedom of a classic sort have become such an important part of the university scene in South Africa to-day that the two English-language universities which in 1957 in a similar booklet declared their opposition to "apartheid" in the universities have felt it opportune to reissue the 1957 publication, "The Open Universities in South Africa", and, at the same time, to publish a new statement on academic freedom and a summary of the effect of seventeen years of racial separation on the universities. The two older universities are supported in this declaration by Rhodes University and the University of Natal, two new English-language universities which have formed a united front with their older sisters in attempts to uphold academic freedom. These are the so-called "open" universities. They are open in the sense that students of all racial backgrounds may be enrolled if no suitable course of study is offered at one of the institutions established to serve the racial group to which he or she belong and then only with government permission which is now seldom granted.

Under the terms of the Separate University Education Bill of 1957 (and other statutes) racial separation in higher education is now virtually complete. Of the 15 residential universities in South Africa in 1973, 10 are for whites only, four are open, three are for African students and one each for Asian and Coloured students. Only 1655 African, Asian and Coloured students of a total student body of 28,500 were registered in Cape Town, the Witwatersrand, Natal and Rhodes universities in 1973. The number of African students at Cape Town and the Witwatersrand has declined from 113 in 1957 to only 31 in 1973. Interestingly, Chinese students are generally treated as if they are white.

The governance and financing of the universities differ radically. The white universities are autonomous institutions which receive 75 per cent of their revenues from the national government under a five-year funding formula. The black universities do not enjoy the same degree of autonomy. Depending on the racial group for which they are designed they come under the direct control of the Ministers of Bantu Education, Coloured Relations or Indian Affairs. Appointment, promotion, dismissal, salary and other conditions of service of the faculty are subject to government approval.

The 1974 statement of academic freedom supports the four traditional freedoms of a university to determine who may teach, what may be taught, how it shall be taught and who may be admitted to study. The statement makes clear that in a "diverse society such as South Africa, a university may well wish to mirror (the) diversity among the members of the society which it serves." The open universities reject the philosophy of the national government that the different racial groups should be served by their own universities. The statement makes clear, moreover, the view of the open universities that academic freedom and human freedom are indivisible. "Freedom of person, freedom of movement, freedom of speech and freedom of assembly are fundamental to the university in its pursuit of the truth". The open universities have taken the view that they must be concerned with what happens off the university campuses if they are to avoid the fate of the German universities of the 1930's.

Within the open universities attempts at full integration of all students persist in spite of legislative restrictions. Student societies are generally integrated as are athletic activities. The liberal posture of the four open universities has, however, not been generally supported by their Afrikaans sister institutions. In recent years interuniversity games have been cancelled because the universities concerned could not agree to desegregate the events.

A substantial portion of the booklet is devoted to a description of the ways in which the intellectual climate in the universities has been affected by the legislative and administrative actions of the government. While no law specifically limits the right of a student or teacher to express himself freely, a number of statutes, among them the Suppression of Communism Act of 1950, prescribe penalties for incitement to actions designed to bring about social or political change in South Africa. Free discussion of sensitive issues is discouraged by the knowledge that students and teachers have been detained and "banned" under the legislation. The difficulty for the individual of distinguishing between what will be regarded by his colleagues or the government as acceptable free expression and what will be regarded as "incitement" often leads faculty members to engage in non-controversial teaching and research. Scholarship is further inhibited by the very real threat that a faculty member may be subject to a contempt of court citation for a publication judged to contravene the statutes. A member of the Law School of the University of the Witwatersrand was prosecuted in 1970 but aquitted for a published article which examined the racial factor in the imposition of the death penalty in South Africa. The same academic was later convicted for making a speech against detention without trial.

Restrictions have been placed on the free circulation of printed materials within the universities. Over 26,000 works are presently banned in South Africa although many of these are available to university libraries provided they are not "communistic" and provided they are kept under lock and key in the library reference section and are used only for study and research purposes. Moreover, reference to banned writers may not be included in publications or in teaching. The effect of these restrictions on scholarship can be easily imagined. They directly influence the research topics and teaching programmes undertaken in the universities. Faculty members, particularly in the social sciences, feel understandably intimidated in selecting the research work they will undertake.

The final section of the booklet is a plea from the open universities for the understanding of the international academic community. The argument is made that a boycott of the South African universities by scholars abroad will only weaken whatever effective liberal opinion exists within those universities. Boycott, it is argued, will lead to further deterioration of conditions. The open universities concede that while compromise has been necessary to maintain a degree of integrity the quite considerable degree of freedom which still remains would be undermined if they were forced into a position of academic isolation.

In July, 1960 a bronze plaque was unveiled in the lobby of the main library of the University of Cape Town recording in Latin the denial of the freedom of the university to admit students on the basis of merit alone and leaving a blank space for the insertion of the date when freedom is restored. In 1968 a second plaque was placed below it noting that the right of the university to appoint teachers at its sole discretion had been restricted. This occurred when the university submitted to the threat of the Minister of National Education to bring in legislation to prevent the appointment of a black academic selected by the University Council. Again a blank space was left for the date of restoration of the right of the university to make appointments without outside interference.

The open universities continue the unequal struggle for academic freedom in South Africa. One cannot but be moved by the final promise of the booklet that they "will not allow history to judge that they did not try".

Victor Sim

Education Teaching... *from p. 18*

— difficulties encountered by students (10% of the comments);

— difficulties in the hiring process (12% of the respondents);

— insufficient remuneration in teaching (3% of respondents);

— satisfaction with training obtained (6% of respondents);

— the wish further to specialise (10% of the comments).

Prof. Farine's research is not only a meritorious initiative; it also has outstanding qualities in that it appears to be a complex societal reflection on the candid views of a relatively large group of academic respondents.

Résumé:

La Faculté des sciences de l'éducation de l'Université de Montréal fête cette année ses dix ans d'existence. C'est dans ce cadre commémoratif que la recherche du professeur Farine se prouvera utile, car, sans doute aucun, elle permettra non seulement à sa faculté, mais aussi à tous les administrateurs universitaires et à tous les enseignants de bonne volonté, de trouver un point d'appui dans l'élaboration de nouvelles lignes de conduite qui puissent mener à la révision et à la restructuration des programmes d'études, de l'enseignement, et des relations avec le milieu communautaire.

E. Mark Goldstein

*1) Robertson, N.L.: Occasional Paper 12: **The Doctorate in Education in Canada**, Commission on Higher Education Phi Delta Kappa, 1971.*

*2) cf. Glock, Ch.: **Survey Design and Analysis in Sociology**, in Glock, Ch. (Ed.): Survey Research in the Social Sciences, p. 17, Russell Sage Foundation, New York, 1967.*

Cake... *cont'd from p. 17*

may be regretted that Professor Blanshard permitted further dissemination of arguments and judgements which he would certainly never have left so vulnerably exposed and which he might not have made in the first place had publication been originally envisaged; but once such utterances enter the public domain, they must be judged by the standards of that domain. One is left wondering, nevertheless, what might have been the intended market for this book, which is too elementary and too lacking in systematic argument and analysis to be of use to the professional educator, but which is too educationally oriented to be of much interest, I presume, to the general reader. Surely it is not, after all, intended for students?

G.P. Jones

Jargon-free Plan for "Cradle to Grave" Education

Plan Europe 2000. Project 1, Educating Man for the 21st Century. Volume 8. Permanent Education by Bertrand Schwartz. Martinus Nijhoff, The Hague, 1974

In 1971 the Committee of Presidents of Ontario Universities (now more grandly designated the Council of Ontario Universities) produced "Towards 2000 — The Future of Post-secondary Education in Ontario". For those of us who criticized that effort for its somewhat pretentious attempt at prophesy, the present volume will no doubt be mind-boggling. Although the time frame is the same, the geographic limits are much greater, and the scope of "permanent" education literally embraces the period from the cradle to the grave. I shall limit my review of this report to a brief outline of its major proposals and a few extracts which may have significance for Canadian education.

Seven principles are enumerated in the foreword as being central requirements: equality of opportunity, permanency of education, orientation and guidance, self-education, co-management, comprehensive schooling, mobility of studies and students. These terms no doubt bring to mind fairly clear-cut images with the possible exception of co-management, which refers to the student sharing in formulation of his educational plans, and comprehensive schooling, which emphasizes that equality of opportunity shall include women and other groups previously discriminated against.

According to the proposed timetable, compulsory schooling would begin at age 2½ with an optional "kindergarten" available from the age of 3-6 months. The period from age 5 to 16 would be divided into a primary stage (6 yrs) and a secondary stage (4 yrs). Finally, all students would be required to spend 2 yrs in vocational training if they were not proceeding to higher levels of education. This last is considered crucial: *"no one shall leave the school system without receiving vocational education"* (italics in original).

The primary stage is described in terms not too different from a present day elementary school. Emphasis is placed on extra work with problem learners so that differences in learning rates are minimized. After six years, all children are promoted into the secondary stage where the curriculum is broad enough to allow considerable choice beyond the compulsory subjects (mother tongue, mathematics, sports and artistic subjects, one foreign language, management of concrete life, experimental sciences and technical subjects, social sciences) which together account for about 40% of total time.

Additional important features of the secondary stage: "... pupils organize their programmes on the basis of contacts between them and their teachers." "Whatever the fields selected, the certificate given at the end of the secondary stage is the same."

The final two years of compulsory education allows for selection into vocational training of a pre-university stream. The most important objective of the university prep course is to provide assistance to the students in defining their aims and expectations to combat what is described as "the present and dangerous tendency" for students to go to university with the lack of any objective. It is suggested that this period will also provide opportunity for further study and, within limits, for preparation in subjects different from those chosen previously. Vocational training is seen as the joint responsibility of private firms and schools. The system is perhaps best described as an idealization of the colleges of technology with which we are familiar, bearing in mind that general education is terminated at the age of 16 to leave room for completion of this final stage of compulsory education by the age of 18.

Following the compulsory phase, both university education and adult education are to be made available. On the one hand the report defends the critical role of the university, while at the same time insisting on a measure of real-world exposure for its students: "... in spite of the problems which this poses both for the universities themselves and the governments which subsidize them, universities must be a place for reflecting on the world and on themselves in particular. ... However, it is necessary on the other hand for students to have prolonged contact with the world of work... The more we want the University to play its role of providing a critical analysis of society, the more we must insist that this analysis be made on good grounds and with a minimum knowledge of society". Universities are passed over briefly because a separate study (Volume 6 of this series) deals with "A University of the Future".

It is under the heading of "Continuous adult education" that we get to the heart of permanent education: "Permanent education, whether part-time or full-time, must remain a matter for free decision, counting on diverse stimuli and general pressure to bring the great majority of adults to adult education of their own free will." This education is to operate through a largely self-regulating collectivity of students:

> "Collective education is based on the... principle that the response must be such that the non-educated start to ask themselves questions, start to want to educate themselves... Collective education is... not only an initial strategy for permanent education, but also its aim and final purpose."

This education is to be student centred:

> "The purpose of adult education is to enable the adult to more clearly define and locate himself and his problems."
>
> "The educators, far from defining those needs which they will meet, and far from determining 'good' and 'bad' needs, meet all needs whatever they are, even if they seem to some people to be 'stereotyped and useless'."

There is considerable overlap with recent North American theory and practise in this book, and a number of specific references to educational experiments started over here. However, my feeling is that the immediate future holds no hope for such a "New Deal" in education in this part of the world. To borrow still another expression from south of the border, the best we can hope for from government at this time is a period of "benign neglect". Other considerations aside, what inducement is there for any government to undertake an expensive social experiment with the aim of creating a whole population of involved, questioning citizens of the kind that is notoriously difficult to govern?

A sidelight which teachers of mathematics will no doubt welcome, especially in the light of current unease over "new Math": "With respect to mathematics, we shall simply state that by the year 2000 new teaching methods will probably have been developed for children who today are considered as not gifted for maths and unable to learn them."

Although this book is remarkably free of jargon, it nonetheless presents a formidable challenge to the non-stop reader. After several abortive attempts to read it, and a fairly thorough sampling process, the reasons for this difficulty are not evident to me. However, for those readers not particularly concerned with the problems of Europe, the ideas related to permanent education can probably be picked up more efficiently from a recent OECD committee report entitled "Education and Working Life in Modern Society".

Gordon Wood

Political Democracy and Cultural Excellence: Mutually Exclusive Ends?

Education and Democracy. Edited by A.E. Dryson and Julian Lovelock. (Birth of Modern Britain Series). London and Boston: Routledge and Kegan Paul. Distributed in Canada by General Publishing Group, Toronto. pp. XII, 295. Can. $17.60

Anyone who edits or writes a book about education and democracy deserves a great deal of credit for courage, if not for judgement. The title has been used several times, and the concepts are very difficult to define. Moreover, among educational historians there is a great danger of being led into a form of Whig history in which a country's virtuous progress out of its benighted past is chronicled in terms of everyone becoming more and more educated, and the society becoming increasingly democratic, with each passing year.

To their considerable credit, the editors of this book do not fall into any of the obvious pitfalls. In a substantial (10,000 word) introduction, they argue provocatively that the last century of English educational history has been the history of educational equality being made impossible by educational equalitarianism. What they mean is that the increasing insistance (especially since 1944) upon producing a single schoolroom product has reduced equality of opportunity, in the sense of each child's having an opportunity to be educated to his full potential. In the authors' view, much of the alleged progress in English education, has been illusory, because it has been the result of levelling-down institutions that at one time were citadels of intellectual excellence.

The problem posed is crucial to any modern society: can one have both political democracy and cultural excellence? Must the old high culture die, as a sacrifice to the demands of political collectivism and the increasing obsession with technology and narrow professionalism? "We might arrive at a time," the authors speculate, "when defenders of high standards in education are as much disliked as were the old defenders of class privilege, or indeed are actually confused with them, and seen as latter-day Davies Giddys attacking democracy itself." In partial response, they conclude their book with an extract from D. H. Lawrence's essay "Democracy" in which is propounded the formula: for the body, democracy; for mind and soul, education.

All this is stimulating and valuable, but is found mostly in the authors' introductory essay. The snippets of documents which constitute most of the book are too short to be of much use, and are chosen narrowly from educational documents, with little attention being paid to social context. Thus given the provocative introduction, and the lifeless bulk of documents, one has here a book that is worth borrowing, but not buying.

D. H. Akenson

About our reviewers...

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DOCUMENTS

Draft Report of the CAUT Committee on the Fee Structure

Members of the Committee are:

R. Hanrahan (Brock)
E. Leger (Moncton)
B. Miller (Western)
R. Spencer (Chairman, UBC)
G. Unger (Alberta)

INTRODUCTION

In May 1975, Council called for "a comprehensive review of the fee structure, including a study of differential CAUT fees, which would reflect the actual benefits received by individual faculty members from local and provincial associations and the CAUT."

CAUT SERVICES

The committee began by reviewing the services provided by the CAUT. For the most part, these cannot be neatly divided into those received by individual faculty members and those received by local and provincial associations or by groups of faculty. When an individual AF&T grievance is resolved with the assistance of the CAUT, the grievor is presumably the principal beneficiary, but not necessarily the only one. Interventions by the CAUT in individual cases frequently lead to changes in policy that benefit larger groups. On the other hand, a CAUT policy statement or guideline may be of help to a local association committee which is working in a particular area, but this committee is in its turn providing a service to the individual local members. In the final analysis, the CAUT, provincial and local association services are intended to benefit individual members, either directly or indirectly.

CAUT services are summarized in Appendix I, (reprinted from the 1975 Council material). They include Council and Board meetings, which are an important opportunity for the exchange of information and ideas, as well as services in the areas of AF&T, collective bargaining, economic benefits, lobbying and others.

AN APPROXIMATE FUNCTIONAL ANALYSIS OF THE CAUT BUDGET

A rather approximate functional analysis of the CAUT Budget for 1975-76 was made for the committee by Gordon Unger. Five major functions were identified and direct costs were allocated to these functions. Professional salaries were allocated on the basis of responsibilities as outlined in the 1975-76 budget material, and indirect costs were arbitrarily divided in the same proportion as direct costs, to give the following results.

FUNCTION	PERCENT OF BUDGET
1 Governance & Administration	30%
2 Academic Freedom and Tenure	20%
3 Collective Bargaining	25%
4 Communication	15%
5 Other Committees	10%
	100%

Note that Governance and Administration includes the costs of Council and Board meetings, and that the 15% allocated to communication includes the revenues derived from the Bulletin (about 3%).

SUMMARY OF AF&T AND COLLECTIVE BARGAINING SERVICES

Services provided directly to individuals or specific local associations by the AF&T and collective bargaining committees and the associated professional staff over a twelve month period are summarized in Appendices II & III. It will be seen that each committee provided direct service to at least one local in every province.

NATIONAL VS. REGIONAL SERVICES

Most of the services provided by the CAUT are services that can be most effectively provided by a national organization. Handling serious AF&T grievances and promoting communication through the Bulletin, Council, Board and Committee meetings are two examples. In the case of some of these services, increased activity by the CAUT would be worthwhile, e.g., more government lobbying; regular updating of a clausefinder; and the production and analysis of national data on economic benefits.

The CAUT is also providing some services that could be provided on a regional or local basis if a regional, provincial, or local association with sufficient resources existed. For example, representations to provincial governments or their grants committees and the administration of collective agreements are generally best handled provincially and locally respectively.

The involvement of the CAUT in areas like these is fully justified in terms of providing service to individuals, and also by the adverse effects that might be felt elsewhere if important regional and local matters were not dealt with effectively. None the less, we feel that the funding of the CAUT should reflect the fact that in providing some services, the CAUT is acting in the place of a regional or local association.

PRESENT CAUT FEE STRUCTURE

CAUT per capita fees are required by the Constitution to be based on a mill rate which is set by the Council, and is presently 1.6 (i.e. a fee of $1.60 for each $1,000 of salary). This mill rate is applied to median national salaries for four ranks of faculty (full, associate, assistant professors, and "others"), as supplied by Statistics Canada. The salary figures used are, of necessity, for the year preceding the year when the fees will be in effect. A fifth fee, for part-time members, is set at one third of the lowest full-time fee.

Starting in July, 1976 all local associations will be required to pay a fee for their organizational membership in the CAUT. Those associations that do not already do so will have to start paying the appropriate per capita CAUT fee for each academic faculty member and professional librarian who pays fees to the local association. Individual CAUT membership will be available to all local association members covered by the fee assessment.

For a number of years a discount was allowed to all local associations where a high percentage of all those who were eligible to do so belonged to the CAUT. The discount varied from ½% for 60% membership to 20% for 99% membership, and was intended to encourage local associations to increase their membership, and also to acknowledge the fact that locals with high membership levels are often less dependent on the services of the CAUT. This year the discount is only available to local associations with 250 eligible members or less. (See Appendix V).

A special per capita levy has been added to CAUT fees for the past 2 years, to allow the operation of two regional offices for a trial period which ends in June 1977. This levy has been $2.50 per year, or .21 per month.

CAUT fees for 1975-76 are:

RANK	annual fee +	per capita levy	total monthly fee	equivalent total mill rate
full professor	$44.56	$2.50	$3.92	1.69[1]
associate professor	32.48	2.50	2.92	1.72
assistant professor	26.00	2.50	2.38	1.75
other	20.56	2.50	1.92	1.80
part-time	6.85	2.50	.78	

Average per capita CAUT fee = $34.54[2] annually or $2.88 monthly (including per capita levy)
Average CAUT mill rate = 1.73[3] (including per capita levy).

Notes

[1] Using national median salaries by rank for 1974-75.

[2] Assuming 17,730 members and total fee revenues of $612,466.

[3] The average mill rate is based on the estimated total revenues for 1975-76 (before allowing the discount to small locals), and a national median salary of $20,022 (computed as the weighted mean of median salaries for each rank in 1974-75).

LOCAL PLUS PROVINCIAL FEES

The combined per capita fee paid to the local plus provincial association (if any) in 1975-76 was studied for all locals outside Quebec. (Seven locals, representing 4.6% of the individual members outside Quebec, did not respond to our survey and are not included). Locals in Quebec were not included because we expect they will be subject to a special fee arrangement. For each local we calculated the **average** fee paid by local members to the local plus provincial association, and then calculated an equivalent mill rate, using the **local** average salary data for 1974-75 (the year used to find CAUT fees for 1975-76). Some locals and provincials actually do use mill rates, and our calculated values will differ slightly from their mill rates, but they are close enough. This method enables us to compare the fees paid across the country. Bear in mind that in our calculations, a mill rate of 1.0 corresponds to a fee of approximately $20.00 per year (actually $19.95), or $1.67 per month. Results of this survey are shown in Tables I & II.

Note that the largest number of members pay local plus provincial fees corresponding to a mill rate of 1.3-1.4, while the mean for all members is 1.7.

SERVICES OFFERED BY LOCAL AND PROVINCIAL ASSOCIATIONS

The committee felt it was impractical to attempt to review in detail the services offered by each local and provincial association. Instead, the committee assumed that there is generally some correlation between the per capita fees retained by the local or provincial association and the level of service provided. We recognize that large organizations can function effectively with lower fees than small ones, but we feel that even so our assumption is reasonably valid. We decided to use the level of local plus provincial fees as our measure of local and regional activity.

Table I: Fees in local and provincial associations.

local & provincial mill rate	University
3.4+	Notre Dame
3.3 - 3.39	Carleton
	Manitoba (Total mill rate set by local at 5.0 to cover local and CAUT fees)
2.9 - 3.0	St. Marys
2.4 - 2.5	Waterloo
2.3 - 2.39	Toronto (Total mill rate set by local at 4.0 to cover local, provincial & CAUT fees)
2.2 - 2.29	Ottawa
2.1 - 2.19	Alberta
1.8 - 1.9	Western
1.7 - 1.79	Windsor
1.6 - 1.69	Regina, Kings
1.5 - 1.59	Calgary, York
1.4 -1.49	Lakehead, P.E.I.
1.3 - 1.39	U.B.C., Victoria, Guelph, Algoma, McMaster Queens, Trent, Sir Wilfrid Laurier
1.1 - 1.2	Lethbridge
0.9 - 1.0	Saskatchewan, Brandon
0.8 - 0.89	St. Thomas, Mt. St. Vincent
0.7 - 0.79	U.N.B.
0.6 - 0.69	N.S. Tech., Memorial
0.5 - 0.59	Winnipeg, Mt. Allison
0.4 - 0.49	Dalhousie
0.3 - 0.39	Moncton
0.2 - 0.29	St. F. Xavier
0 - 0.2	CMC, Acadia

Data for 39 of 46 locals outside Quebec, including 95.4% of CAUT members outside Quebec.

FEES IN OTHER ORGANIZATIONS

A list of annual per capita fees for other organizations is presented in Appendix IV. Organizations listed include provincial teachers associations, certain professional organizations, the national headquarters of CUPE, and the AAUP.

With the exception of the $4.00 per capita contribution made by teachers to the CTF, all other fees to federal organizations are comparable to or greater than the average CAUT fee of approximately $33.40 (74-75), $2.78 monthly (including the per capita levy).

BASIC ASSUMPTIONS FOR CAUT FEE STRUCTURE

After reviewing the services offered by the CAUT and fees charged by various local and provincial associations, the committee agreed that its recommendations should be based on the following assumptions:

1. Fees to support those services which CAUT provides and which can be most effectively provided by a national organization should be based on an average mill rate of not less than 1.6. The level of 1.6 is one which has been accepted for a number of years, and we believe it represents the minimum level to fund an effective organization.
2. Fees to support those services which are provided by CAUT but which could be provided on a local, provincial or regional basis should be funded by an additional mill rate that varies inversely with local, provincial or regional activity as measured by fee levels. The present levy for two regional offices is equivalent to a mill rate of about .15, and we suggest this as the minimum average value for the additional mill rate.
3. Consistent with 2 above, the CAUT mill rate should vary inversely with the level of local plus provincial or regional fees.
4. There should be a fee discount to recognize the benefits to the CAUT of strong local associations with high levels of membership, and to provide an incentive to increase the membership above its historical level of 80% of all those eligible.
5. CAUT should adopt a mill rate system that tends to equalize, to a limited extent, the total fees paid by members of different local associations that belong to the CAUT. We recognize that locals have a right to charge low fees, and either rely on extensive volunteer help or provide relatively few services. On the other hand we feel such locals tend to draw more heavily on the CAUT for help than they would if their own revenues were higher.

6. There should be a special fee arrangement for Quebec. The committee agrees that FAPUQ, in addition to playing a role in Quebec similar to that played by OCUFA in Ontario, plays in addition a unique role in shaping and expressing the point of view of the university professors of a distinct community. FAPUQ has also assumed the responsibility for unionization and collective bargaining in Quebec. We do not believe that a special fee arrangement is justified in any other province.

RECOMMENDED FEE STRUCTURE

1. We recommend that the fee discount arrangement available to all locals in 1974-75 (see Appendix V) be reintroduced and that the CAUT mill rate vary from 1.6 to 2.2. The mill rate for each local should vary inversely with the average local plus provincial mill rate, as shown in Table III. CAUT should adjust the maximum allowable discount percentage when necessary so that CAUT revenues are not less than would be produced by a uniform mill rate of 1.6 with no discount. The per capita levy should end.
2. If the fee discount arrangement is not reintroduced, we recommend that the CAUT mill rate vary from 1.45 to 2.05 as shown in Table IV. If local plus provincial mill rates increased sufficiently, these CAUT mill rates should be adjusted upward so that CAUT revenues are not less than would be produced by a uniform mill rate of 1.6. The per capita levy should end.
3. Where local, or local and provincial fees are not set by using a mill rate, the local should use a **nominal mill rate** based on the average local plus provincial fees, to find the appropriate CAUT mill rate from Table III or IV.
4. CAUT per capita fees should be established for each local by applying the appropriate CAUT mill rate to the **national** median salaries by rank for the preceding year. The CAUT mill rate should **not** be applied to local median salaries.

Table III and IV: PROPOSED CAUT MILL RATES

Table III — For use **with discount** arrangement outlined in Appendix V.
Each local should (i) find **local + prov. mill rate** in Col. A or **total mill rate** in Col. C
(ii) find **CAUT mill rate** from Col. B.

A **local + provincial mill rate**	B **CAUT mill rate**	C **Total mill rate (local + prov. + CAUT)**
3.1 and over	1.6	4.7 and over
2.6 - 3.0	1.7	4.3 - 4.69
2.1 - 2.5	1.8	3.9 - 4.29
1.6-2.0	1.9	3.5 - 3.89
1.1 - 1.5	2.0	3.1 - 3.49
0.6 - 1.0	2.1	2.7 - 3.09
less than 0.5	2.2	less than 2.7

Table IV — For use **without discount** arrangement
Each local should (i) find **local + prov. mill rate** in Col. A or **total mill rate** in Col. C
(ii) find **CAUT mill rate** from Col. B.

A **local + provincial mill rate**	B **CAUT mill rate**	C **Total mill rate (local + prov. + CAUT)**
3.1 and over	1.45	4.55 and over
2.6 - 3.0	1.55	4.15 - 4.54
2.1 - 2.5	1.65	3.75 - 4.14
1.6 - 2.0	1.75	3.35 - 3.74
1.1 - 1.5	1.85	2.95 - 3.34
0.6 - 1.0	1.95	2.55 - 2.94
less than 0.5	2.05	less than 2.55

Note: 1) If the local + provincial mill rate is used and lies between the ranges given in column A, use the next highest range in column A.

Our preference is for the mill rates in Table III, with the discount. This meets all the points made in the preceding section, and will tend toward an overall mill rate of 1.6 as local and provincial fees increase.

The discount should be withheld at the source by the local association, which would be responsible for calculating the discount percentage, as explained in Appendix V. The only significant change recommended from the 1974-75 arrangements is that, if possible, the local association should calculate the discount figure each month using current membership data. Previously the CAUT asked for a single calculation each year using the membership figures for March. This should still be allowed if monthly calculations are impractical.

The estimated cost of the recommended discount arrangement, calculated for 1975-76, is $63,000.

The revenues produced by these proposals, using data for 1975-76, can be compared with the estimated revenues produced by the present fee system in 1975-76:

a) Present fee system, (before limited discount of $7,500) 568,141
plus per capita levy 44,325
Total estimated fee revenue ... 612,466

b) Recommendation 1, after allowing discount of $63,000 600,500

c) Recommendation 2, with no discount allowed 611,500

Per capita annual fees would vary within the following limits.

RANK	Present fee (incl. per capita levy)	Rec. 1 — Table III (with discount)				Rec. 2 — Table IV	
		Mill rate = 1.6 No disc.	Mill rate = 1.6 Full disc.	Mill rate = 2.2 No disc.	Mill rate = 2.2 Full disc.	Mill rate = 1.45	Mill rate = 2.05
Full Prof.	47.07	44.56	35.65	61.27	49.02	40.38	57.09
Assoc. Prof.	34.98	32.48	25.98	44.66	35.73	29.44	41.62
Assist. Prof.	28.50	26.00	20.80	35.75	28.60	23.56	33.31
Other	23.06	20.56	16.45	28.27	22.16	18.63	26.34
Part-time	9.35	6.85	5.43	9.33	7.46	6.15	8.69

Per capita monthly fees would vary as shown: (computed for 1975-76, ie: using salary averages)

MONTHLY FEES	Present fee (incl. per capita levy)	Rec. 1 — Table III (with discount)				Rec. 2 — Table IV	
		Mill rate = 1.6 No disc.	Mill rate = 1.6 Full disc.	Mill rate = 2.2 No disc.	Mill rate = 2.2 Full disc.	Mill rate = 1.45	Mill rate = 2.05
Full Prof.	3.92	3.71	2.97	5.11	4.08	3.37	4.76
Assoc. Prof.	2.92	2.71	2.17	3.72	2.98	2.45	3.47
Assist. Prof.	2.38	2.17	1.73	2.98	2.38	1.96	2.76
Other	1.92	1.71	1.37	2.35	1.88	1.55	2.20
Part-time	.78	.57	.45	.78	.62	.51	.72

If neither recommendation 1 nor recommendation 2 is accepted, we recommend that the CAUT mill rate be left at 1.6, and that an acceptable alternative to the present per capita levy be sought to fund some of the costs of regional activity by the CAUT.

Our recommendation on mill rates is based on our judgement of what members are prepared to pay. If the members of CAUT want more services — such as increased lobbying — and are prepared to pay for them, there is no reason not to increase the mill rates. On the other hand we believe the ability of the CAUT to function effectively as a national organization would be jeopardised if the average mill rate fell below 1.6.

CALCULATING THE LOCAL PLUS PROVINCIAL MILL RATE

If either recommended fee structure is adopted, each local will have to use a mill rate corresponding to its local plus provincial fees (if any). In some cases this mill rate will be a real mill rate actually used by the local. In others it will be a nominal value. The mill rate to be used with Table III or IV should be found as follows:

Case I: For associations having **existing separate local and provincial mill rates,** or a **combined local and provincial mill rate:**
1. Let R equal local + provincial mill rate for year X-1
2. Using column A of CAUT mill rate table III or IV, find the range in which R falls (go to next higher range if R falls between ranges).
3. Find the CAUT mill rate for year X in column B.

Case II: For associations which use a **single, total mill rate for all fees,** and pay CAUT and provincial fees out of the total collected:
1. Let T equal the total mill rate in year X-1.
2. Using column C of CAUT mill rate table III or IV, find range in which T falls
3. Find the CAUT mill rate for year X in column B.

Case III: For all associations not covered by Cases I and II:
1. If a local mill rate is used, let L equal local mill rate.
2. If a local mill rate is not used, calculate L as follows:
   a) Let F_1 equal total fees paid by full time faculty and kept by local association in October of year X-1.
   b) Let N equal the number of faculty paying those fees.
   c) Let A_1 equal average fee, where A_1 equals F_1/N
   d) Let S equal average monthly salary for all ranks (including medicine) at the university in year X-1, (eg. use 1/12 of average given by Statistics Canada).
   e) Let nominal local mill rate L equal $(A_1/S) \times 1000$
3. If a provincial mill rate is used, let P equal provincial mill rate.
4. If a provincial fee is not based on a mill rate, calculate P as follows:
   a) Let Fp equal total fees paid by full time faculty to the provincial association in October of the year X-1
   b) Let N equal the number of faculty as in 2 (b), above
   c) Let Ap equal average fee, where Ap equal Pp/N
   d) Let S equal the average monthly salary, as in 2(a)
   e) Let nominal provincial mill rate P equal (Ap/S) x 1000

Let the combined mill rate R equal L plus P, and use columns A and B of mill rate table III or IV, as in case I.

Note that in all cases the calculation is based on local and provincial fees and salaries in October of the year before the CAUT mill rate is to be applied.

MONTHLY PAYMENT OF FEES

We recommend that CAUT fees should be paid monthly by all associations that are able to arrange to do so. Fee payments should be based on membership data which is updated as frequently as possible, preferably monthly. This should be practical for each association that has its fees deducted directly from salary cheques by the administration. The calculation of the discount should also be based on up-to-date monthly membership data if possible, even if the number of those eligible cannot be corrected as frequently.

We can see no virtue in a system of fee calculations based on the use of an arbitrary month to determine membership numbers, unless this is a necessary simplification requested by the local association. Both CAUT and the locals should instead attempt to keep their membership records as up-to-date as possible, and to calculate fees accordingly.

The only exception to this is that mill rates should, as outlined earlier, be calculated using data for October of the preceding year.

TIMING OF CHANGES IN THE FEE STRUCTURE

Two considerations arise here. We recognize that some locals are pressing for a change in CAUT fees, and would like this to occur as soon as possible. On the other hand, even if there is full discussion before hand, no decisions can be taken before the May Council meeting in 1976. We leave it to Council to decide whether any changes in the fee structure should be effective starting July, 1976 or July, 1977.

BUDGET PROCEDURE

The committee recommends the following procedure for establishing the CAUT budget and fee levels:

1. A preliminary budget for the next financial year should be presented to the Board at its October meeting. At this meeting the Board should consider any changes in CAUT priorities which are likely to have significant budgetary implications.
2. A detailed budget, incorporating revisions suggested by the Board at its October meeting, should be considered by the Board in March. The budget should be approved in principle and circulated to all local and provincial associations well before the Council meeting, together with the Boards recommendation to the Council on fees.
3. Fees for the coming year should be set by the Council. Council should consider the budget that has been approved in principle by the Board, and could make recommendations to the Board for changes in the budget.

4. The Board should give final approval to the budget at the meeting immediately following the Council meeting.

This procedure is in accordance with the present CAUT Constitution. It is a workable procedure which is being used this year, and it seems to meet most of the objections that were raised at the 1975 Council meeting, without the need for constitutional amendments.

APPENDIX I: A SUMMARY OF CAUT SERVICES

COUNCIL

The annual council meeting brings together representatives of all member associations for discussion, exchange of information, and the election of officers. CAUT policies are established by the Council, which is also responsible for imposing and removing censure, approving guidelines, and policy statements, and adopting the fee formula.

BOARD

The Board brings together representatives from each province four times a year. CAUT relies heavily on Board members to represent the views of associations in their province and to maintain a close link between the CAUT and its member associations.

The Board is responsible for recommending policy to the Council and for implementing Council policies and resolutions. It does this primarily by establishing committees which work in conjunction with the Central Office and which report to the Board.

These committees and their activities include:

EXECUTIVE COMMITTEE

Recommending policy to the Board and implementing Board resolutions.

Overall direction and review of the work of the professional officers.

Preparation of the Budget for Board approval.

Recommending to the Board on the appointment of professional officers.

Review of the monthly financial reports.

The Finance Committee is a sub-committee of the Executive which deals with financial matters including salaries.

ACADEMIC FREEDOM AND TENURE

Resolution of individual grievances.

Drafting of policy statements and guidelines

Preparation of surveys and reviews, such as the clause finder.

COLLECTIVE BARGAINING

Preparing policy statements and guidelines.

Advising local associations that are interested in collective bargaining.

Helping local associations to draft collective agreements.

Assisting in organizing for collective bargaining.

Assistance with negotiations.

ECONOMIC BENEFITS

Maintaining a national salary data bank for professors and related occupations (with OCUFA)

Preparing an annual survey of the economic status of the profession.

Advising local associations on Pension and Fringe Benefits.

Providing Group Insurance and RRSP to members.

Preparing an annual Income Tax Guide.

Drafting policy statements on salaries and economic benefits.

RELATIONS WITH GOVERNMENTS

Developing policies and lobbying in areas such as:

a) Federal funding of research
b) Federal-provincial arrangements for financing higher education
c) Copyright
d) Operation of provincial University Commissions
e) Educational Television

INTERNAL UNIVERSITY AFFAIRS

Preparing position papers on teaching evaluation and teaching effectiveness.

Drafting policy statements and guidelines on university governance.

STATUS OF WOMEN ACADEMICS

Reporting on discrimination against women faculty and recommending necessary changes, by:

a) Maintaining liaison with a corresponding member on each campus;
b) Organizing regional meetings of corresponding members.

CANADIANIZATION

Receiving complaints and collecting information about the extent to which published guidelines are working.

Preparing an annual report relating the current state of the problem to the efficacy of the guidelines.

PUBLICATIONS

Overseeing CAUT Bulletin and CAUT Monograph Series.

RETIRED PROFESSORS

Compiling a register of retired professors.

Conducting a survey on economic status of retired professors.

APPENDIX II: AF&T COMMITTEE SERVICES TO INDIVIDUALS & LOCALS, SEPT. /74 TO SEPT. /75

Province	Individual grievances No. of cases	No. of Local Assoc. involv.	Committees, of inquiry	Other direct services	Preparation* of comments on documents
BC	8	4		2	4
ALBERTA	4	1			2
SASKATCHEWAN	8	2			1
MANITOBA	7	3	1	1	1
ONTARIO	33	15	3	2	9
QUEBEC	18	5			
N B	7	3	1	2	2
N S	3	2			3
P E I					1
NFLD	2	1			
TOTAL	90	36	5	7	23

* This column covers period Jan. 74 Sept. 75.

APPENDIX III: COLLECTIVE BARGAINING COMMITTEE SERVICES TO LOCALS SEPT. /74 — SEPT. /75

PROVINCE	FINANCIAL ASSISTANCE	ADVICE EXTENSIVE	ADVICE MODERATE	NO. OF LOCALS SERVED
BC	2	2	1	3
ALBERTA		2		2
SASKATCHEWAN	2		2	2
MANITOBA	1	1	1	2
ONTARIO	1	3	6	9
QUEBEC			1	1
N B	2	1	1	2
N S	1	1	2	3
P E I			1	1
NFLD			1	1
TOTAL	9	10	16	26

APPENDIX IV: FEES IN OTHER ORGANIZATIONS

	Annual per capita fee
Teachers' Organizations	
B.C. Teachers Federation	
.94% of mean salary (mill rate of 9.4)	$152.00
Saskatchewan Teachers Association	
.39% of salary for salary continuation plan, plus	117.00
Ontario Secondary School Teachers Federation	
Salary up to $2,000	18.00
Each additional $1,000 - $9.00	
eg. Salary of $12,000	108.00
New Brunswick	
1.25% of salary (mill rate of 12.5) maximum	125.00
These organizations remit $4.00 per capita to CTF	
Professional Institute of Public Service	
Basic fee	92.70
Plus Projects	8.46
	$101.16
ACTRA	
Initiation fee $50.00	
Annual dues (scaled to salary)	55-175
CUPE	
To the national organization (in addition to local fees)	55.20
(would be 1% of salary next year)	
AAUP	
Salary under $ 8,000	12.00
8,000 — 9,999	18.00
10,000 — 11,999	24.00
12,000 — 14,999	30.00
15,000 & up	36.00
(These fees are to be increased this year)	

APPENDIX V

Discount on CAUT Fees

As currently in effect for small locals the discount ranges from ½% for 60% membership in the CAUT to a maximum of 20% for 99% membership as shown on the attached table. The following rules should be applied with the new fee structure:

To determine the discount if any to each local association, the following figures are used.

1. Let A equal Actual number of members in the local and assessed for CAUT fees as per books of the local at the end of each month. Use figures for March if updated monthly figures are not available.
2. Let E equal Number of eligible members as per the Statistics Canada survey and confirmed or amended by each local association, as of the end of March, or as updated for any month.
3. Percentage membership in CAUT is $\frac{A}{E} \times 100$

Definition of Eligible Members

Individuals are eligible for membership in the CAUT by virtue of their membership in the affiliated associations. Therefore, the definition of eligible membership adopted by each local will govern eligibility for membership in the CAUT. But the following principle should apply to all associations: if some members of any group of university employees other than full-time teaching-faculty are eligible for membership in the local association, then all the members of that particular group should be counted as eligible. For example, if some part-time teachers or some professional librarians are members of one local association, then all the part-time teachers and all the professional librarians are eligible for membership in the CAUT.

Where the local association is a collective bargaining agent, the percentage used should be the percentage of those in units for whom the local association bargains, who pay fees to the local association and the CAUT.

% MEMBERSHIP IN THE CAUT	% DISCOUNT ON FEES
60	½%
61	1%
62	1½%
63	2%
64	2½%
65	3%
66	3½%
67	4%
68	4½%
69	5%
70	5½%
71	6%
72	6½%
73	7%
74	7½%
75	8%
76	8½%
77	9%
78	9½%
79	10%
80	10½%
81	11%
82	11½%
83	12%
84	12½%
85	13%
86	13½%
87	14%
88	14½%
89	15%
90	15½%
91	16%
92	16½%
93	17%
94	17½%
95	18%
96	18½%
97	19%
98	19½%
99	20%
100	20%

SUMMARY OF RECOMMENDATIONS

A. The CAUT mill rate for each local should vary inversely with the average level of the local plus provincial fees paid by the members of that local.
B. A discount on CAUT fees, similar to that allowed in 1974-75, should be reintroduced.
C. If the discount is allowed, the CAUT mill rate should vary from 1.6 to 2.2
D. If the discount is not allowed, the CAUT mill rate should vary from 1.45 to 2.05
E. CAUT revenues should not be less than those produced by a mill rate of 1.6 with no discount.
F. The per capita levy should end when a revised fee structure is introduced
G. Fees should be calculated and paid on a monthly basis
H. There should be a special fee arrangement for Quebec
I. The CAUT budget should be approved provisionally by the Board before the Council meeting, considered by the Council, and then adopted by the Board after the Council meeting

REPORT AND FINANCIAL STATEMENTS
JUNE 30, 1975

AUDITORS' REPORT

To the Members
Canadian Association of University Teachers —
l'Association Canadienne des Professeurs d'Université

We have examined the balance sheet of Canadian Association of University Teachers — l'Association Canadienne des Professeurs d'Université as at June 30, 1975 and the statements of revenue and expense, members' equity and changes in financial position for the year then ended. Our examination included a general review of accounting procedures and such tests of accounting records and other supporting evidence as we considered necessary in the circumstances.

In our opinion, these financial statements present fairly the financial position of the Association as at June 30, 1975 and the results of its operations and the changes in its financial position for the year then ended, in accordance with generally accepted accounting principles applied on a basis consistent with that of the preceding year.

Ottawa, Ontario
September 25, 1975

Touche Ross & Co.
Chartered Accountants

CANADIAN ASSOCIATION OF UNIVERSITY TEACHERS —
L'ASSOCIATION CANADIENNE DES PROFESSEURS D'UNIVERSITÉ

(Incorporated under Part II of the Canada Corporations Act)

BALANCE SHEET AS AT JUNE 30, 1975

ASSETS		1975	1974
Current			
Cash and short-term deposits		$ 37,854	$ 68,062
Investments — at cost (market value — $70,000)		71,502	—
Fees receivable		92,678	73,976
Other receivables		5,724	7,126
Prepaid expense		2,920	2,745
		210,678	151,909
Deferred expense		—	12,489
Investments — bonds at cost (market value: 1975 — $22,100; 1974 — $39,330)		27,000	48,502
Furniture and equipment			
Cost	$35,192		
Less accumulated depreciation	21,847	13,345	7,920
Leasehold improvements at cost less amortization (1975 — $2,024; 1974 — $1,496)		2,211	2,491
		$253,234	$223,311

LIABILITIES AND MEMBERS' EQUITY		
Current		
Accounts payable and accrued liabilities	$ 25,316	$ 8,037
Collective bargaining	5,853	—
	31,169	8,037
Allowance for terminal leave	38,179	23,044
	69,348	31,081
Members' equity	183,886	192,230
	$253,234	$223,311

STATEMENT OF REVENUE AND EXPENSE FOR THE YEAR ENDED JUNE 30, 1975

	1975	1974
Revenue		
Membership fees	$510,631	$419,800
Interest	12,329	10,049
Other	32,655	29,764
	555,615	459,613
Expense		
Salaries	206,970	165,074
President's released time	7,500	—
Academic Freedom and Tenure Committee	18,552	31,991
Board meeting	13,690	18,726
Council meetings	13,796	24,634
Central office	64,106	49,840
Regional offices	48,203	—
Depreciation and amortization	3,267	2,478
Occupancy	14,253	16,723
Stewart Reid Trust Fund	1,064	—
Economic Benefits Committee	—	5,050
Collective Bargaining Committee	25,003	—
Government Relations Committee	—	5,893
Executive Committee	10,239	10,522
Other committees	18,306	31,685
Publications	55,045	67,162
Translation	8,452	5,056
Professional fees	14,943	1,800
Allowance for terminal leave	15,135	11,115
Miscellaneous	2,577	842
Bad debts	5,258	—
Office equipment rental	—	2,040
	546,359	450,631
Net income before expenditures from reserves	9,256	8,982
Expenditures from reserves		
Academic Freedom Defence Fund	2,600	2,793
Collective Bargaining	15,000	11,599
	17,600	14,392
Net loss for the year	$ 8,344	$ 5,410

STATEMENT OF MEMBERS' EQUITY AS AT JUNE 30, 1975

		1975	1974
Reserve for Academic Freedom Defence Fund			
Balance, beginning of year		$ 16,500	$ 16,500
Allocation from surplus		2,600	2,793
		19,100	19,293
Expenditures		2,600	2,793
Balance, end of year		16,500	16,500
Reserve for Collective Bargaining			
Balance, beginning of year		15,000	—
Allocation from surplus		15,000	26,599
		30,000	26,599
Expenditues		15,000	11,599
Balance, end of year		15,000	15,000
Surplus			
Balance, beginning of year		160,730	181,140
Allocation to reserves			
Academic Freedom Defence Fund	$ 2,600		
Collective Bargaining	15,000		
	17,600		
Less net income before expenditures from reserves	9,256	(8,344)	(20,410)
Balance, end of year		152,386	160,730
Members' equity, end of year		$183,886	$192,230

STATEMENT OF CHANGES IN FINANCIAL POSITION FOR THE YEAR ENDED JUNE 30, 1975

	1975	1974
Source		
Operations		
Net loss for the year	$ 8,344	$ 5,410
Add charges against operations not requiring an outlay of funds:		
Depreciation and amortization	3,267	2,478
Allowance for terminal leave	15,135	11,115
Amortization of deferred expense	12,489	—
	22,547	8,183
Sale of bonds	—	3,000
Transfer to current investments from long term investments	21,502	—
	44,049	11,183
Application		
Leasehold improvements	249	—
Purchase of furniture and equipment	8,163	920
Terminal leave payments	—	3,281
Deferred expense	—	12,489
	8,412	16,690
Increase (decrease) in working capital	35,637	(5,507)
Working capital, beginning of year	143,872	149,379
Working capital, end of year	$179,509	$143,872

SALARIES OF FULL TIME TEACHING STAFF AT CANADIAN UNIVERSITIES 1975-76

(Statistics Canada, 1st edition)

This bulletin presents preliminary statistical information on the 1975-76 salaries of full-time teaching staff at Canadian universities and colleges.

These figures are based on the reported annual rate of salary for full-time teachers only, including teachers on sabbatical leave but excluding teachers on leave of absence and visiting staff.

The release of figures is authorized in each case by the responding university concerned.

The category "department heads" is defined as full professors who have administrative functions such as chairman, director, co-ordinator, etc. The category "rank below assistants" covers lecturers and teachers with comparable faculty status (instructors in some institutions).

Note: Please bear in mind that these are overall figures and that many factors can influence the data such as the age profile of the teaching staff, the number of years in the rank, qualifications and the size of the institution. Also note that some universities impose a maximum salary to each rank while other universities have an open-ended scale.

(Ed. Note: the figures were taken from a fuller-ranging Statistics Canada study, available from Stats Can).

TRAITEMENTS DES ENSEIGNANTS À PLEIN TEMPS DANS LES UNIVERSITÉS DU CANADA

(Statistique Canada, 1ère édition)

Ce bulletin offre des données statistiques préliminaires touchant les traitements des enseignants à plein temps des universités et collèges du Canada pour l'année universitaire 1975-76.

Ces statistiques salariales se fondent sur les taux de traitement annualisé des enseignants à plein temps y compris les enseignants en congé sabbatique. Les enseignants en congé d'études et les invités ne sont pas compris dans ces données.

L'autorisation de publier les données a été accordée par l'université dans chaque cas.

La catégorie "Chefs de département" comprend les professeurs titulaires qui remplissent des fonctions administratives de directeur ou chef de département, de coordonnateur, etc. La catégorie "rang sous les adjoints" comprend les chargés de cours ou un rang équivalent.

Nota: Veuillez noter que ces données sont des données générales et que plusieurs facteurs peuvent en influencer les valeurs tels que l'âge des enseignants, les années depuis la nomination au rang détenu, la qualification et la taille de l'institution. De plus, dans certaines universités, chaque rang est plafonné par un traitement maximum tandis que dans d'autres le traitement maximum des rangs est flexible.

(Note du rédacteur: les chiffres sont extraits d'un rapport plus détaillé de Statistique Canada. Ce rapport est disponible à Statistique Canada).

UNIVERSITY OF PRINCE EDWARD ISLAND

	Numbers *Nombres*	Floor *Bas de l'échelle*	Average *Moyenne*	Median *Médiane*
Full professors *Titulaires*	10	24,286	27,968	29,023
Department heads *Chefs de département*	4	—	*	*
Other full prof. *Autres titulaires*	6	24,286	28,585	*
Associates *Agrégés*	44	19,137	21,840	22,026
Assistants *Adjoints*	42	14,724	17,133	17,861
Rank below assistants *Rang sous les adjoints*	19	11,762	13,900	13,535
All ranks combined (incl. deans) — Total *Tous les rangs (doyens inclus)*	118	—	19,605	18,489
Male *Hommes*	106	—	19,681	18,489
Female *Femmes*	12	—	18,929	18,655

MEMORIAL UNIVERSITY OF NEWFOUNDLAND[1] (including medical/dental)

Full professors *Titulaires*	94	21,000	29,320	28,500
Department heads *Chefs de département*	26	—	31,019	30,000
Other full prof. *Autres titulaires*	68	21,000	28,670	27,750
Associates *Agrégés*	157	17,000	22,036	21,900
Assistants *Adjoints*	294	13,300	18,524	17,800
Rank below assistants *Rang sous les adjoints*	76	10,750	15,179	15,200
All ranks combined (incl. deans) — Total *Tous les rangs (doyens inclus)*	656	—	20,821	19,300
Male *Hommes*	570	—	21,322	19,600
Female *Femmes*	85	—	17,544	16,400

MEMORIAL UNIVERSITY OF NEWFOUNDLAND (excluding medical/dental)

Full professors *Titulaires*	74	21,000	27,664	27,350
Department heads *Chefs de département*	21	—	29,343	28,800
Other full prof. *Autres titulaires*	53	21,000	26,998	26,500
Associates *Agrégés*	144	17,000	21,464	21,700
Assistants *Adjoints*	258	13,300	17,824	17,575
Rank below assistants *Rang sous les adjoints*	70	10,750	15,079	15,200
All ranks combined (incl. deans) — Total *Tous les rangs (doyens inclus)*	576	—	19,896	18,900
Male *Hommes*	494	—	20,325	19,275
Female *Femmes*	82	—	17,308	16,400

1 These figures do not reflect a salary increase given after October 1, 1976 — Ces chiffres n'incluent pas les augmentations salariales accordées apres le 1er octobre 1976.

DALHOUSIE UNIVERSITY (including medical/dental)

Full professors — *Titulaires*	160	21,000	30,930	29,713
Department heads — *Chefs de département*	32	—	36,110	36,933
Other full prof. — *Autres titulaires*	128	21,000	29,635	28,750
Associates — *Agrégés*	220	16,500	24,250	22,250
Assistants — *Adjoints*	243	13,000	20,085	17,720
Rank below assistants — *Rang sous les adjoints*	72	9,500	18,567	14,740
All ranks combined (incl. deans) — Total — *Tous les rangs (doyens inclus)*	727	—	23,846	22,100
Male — *Hommes*	614	—	25,050	23,350
Female — *Femmes*	112	—	17,231	15,635

DALHOUSIE UNIVERSITY (excluding medical/dental)

Full professors — *Titulaires*	117	21,000	28,323	28,000
Department heads — *Chefs de département*	14	—	29,654	29,700
Other full prof. — *Autres titulaires*	103	21,000	28,142	27,745
Associates — *Agrégés*	143	16,500	21,360	21,500
Assistants — *Adjoints*	167	13,000	16,666	16,720
Rank below assistants — *Rang sous les adjoints*	44	9,500	13,704	13,590
All ranks combined (incl. deans) — Total — *Tous les rangs (doyens inclus)*	496	—	20,809	19,494
Male — *Hommes*	408	—	21,826	20,275
Female — *Femmes*	88	—	16,094	15,025

NOVA SCOTIA TECHNICAL COLLEGE

Full professors — *Titulaires*	10	—	28,630	27,575
Department heads — *Chefs de département*	4	—	*	*
Other full prof. — *Autres titulaires*	6	—	26,950	*
Associates — *Agrégés*	38	—	23,099	22,500
Assistants — *Adjoints*	12	—	19,767	19,300
Rank below assistants — *Rang sous les adjoints*	2	—	*	*
All ranks combined (incl. deans) — Total — *Tous les rangs (doyens inclus)*	65	—	23,619	22,500
Male — *Hommes*	65	—	23,619	22,500
Female — *Femmes*	—	—	—	—

	Numbers *Nombres*	Floor Bas de l'échelle	Average Moyenne	Median Médiane
ST. FRANCIS XAVIER UNIVERSITY[2]				
Full professors — *Titulaires*	18	19,000	26,129	26,578
Department heads — *Chefs de département*	6		27,310	*
Other full prof. — *Autres titulaires*	12	19,000	25,538	25,610
Associates — *Agrégés*	54	15,100	19,744	19,740
Assistants — *Adjoints*	69	12,100	15,521	15,195
Rank below assistants — *Rang sous les adjoints*	11	10,000	11,724	11,200
All ranks combined (incl. deans) — Total — *Tous les rangs (doyens inclus)*	157		17,979	17,520
Male — *Hommes*	125		18,777	18,240
Female — *Femmes*	32	—	14,863	14,408

2 These figures will be increased by 6.74% effective Jan. 1, 1976, in accordance with increases in the cost of living. — Ces chiffres connaîtront une hausse de 6.74%, effective le 1er janvier 1976, en raison de l'augmentation du coût de la vie.

UNIVERSITY OF WESTERN ONTARIO (including medical/dental)				
Full professors — *Titulaires*	276	23,200	33,779	33,703
Department heads — *Chefs de département*	54	—	37,811	37,310
Other full prof. — *Autres titulaires*	222	23,200	32,799	32,294
Associates — *Agrégés*	388	17,525	24,312	23,505
Assistants — *Adjoints*	428	14,500	19,919	19,275
Rank below assistants — *Rang sous les adjoints*	115	11,475	14,994	14,500
All ranks combined (incl. deans) — Total — *Tous les rangs (doyens inclus)*	1,262	—	23,923	22,495
Male — *Hommes*	1,106	—	24,531	23,003
Female — *Femmes*	153	—	19,416	18,400
UNIVERSITY OF WESTERN ONTARIO (excluding medical/dental)				
Full professors — *Titulaires*	199	23,200	33,582	33,703
Department heads — *Chefs de département*	27	—	37,541	37,303
Other full prof. — *Autres titulaires*	172	23,200	32,961	32,707
Associates — *Agrégés*	293	17,525	23,728	23,092
Assistants — *Adjoints*	305	14,500	19,488	18,722
Rank below assistants — *Rang sous les adjoints*	99	11,475	14,570	14,209
All ranks combined (incl. deans) — Total — *Tous les rangs (doyens inclus)*	939	—	23,380	22,026
Male — *Hommes*	813	—	24,055	22,512
Female — *Femmes*	126	—	19,027	18,028
McMASTER UNIVERSITY (including medical/dental)				
Full professors — *Titulaires*	246	23,500	32,881	32,063
Department heads — *Chefs de département*	42		35,946	35,233
Other full prof. — *Autres titulaires*	204	23,500	32,250	31,239
Associates — *Agrégés*	241	18,500	24,352	23,850
Assistants — *Adjoints*	237	14,300	19,124	19,000
Rank below assistants — *Rang sous les adjoints*	40	11,350	15,940	14,825
All ranks combined (incl. deans) — Total — *Tous les rangs (doyens inclus)*	784		25,376	24,000
Male — *Hommes*	699		26,066	24,900
Female — *Femmes*	84		19,711	19,500
McMASTER UNIVERSITY (excluding medical/dental)				
Full professors — *Titulaires*	192	23,500	31,905	30,808
Department heads — *Chefs de département*	27		34,349	32,665
Other full prof. — *Autres titulaires*	165	23,500	31,505	30,290
Associates — *Agrégés*	169	18,500	23,480	23,350
Assistants — *Adjoints*	139	14,300	18,398	18,470
Rank below assistants — *Rang sous les adjoints*	22	11,350	14,351	14,300
All ranks combined (incl. deans) — Total — *Tous les rangs (doyens inclus)*	539	—	25,218	24,120
Male — *Hommes*	497	—	25,655	24,525
Female — *Femmes*	41	—	20,215	20,176
UNIVERSITÉ D'OTTAWA (incluant médecine/art dentaire) UNIVERSITY OF OTTAWA (including medical/dental)				
Full professors — *Titulaires*	210	23,480	32,143	31,254
Department heads — *Chefs de département*	38	—	34,636	33,620
Other full prof. — *Autres titulaires*	172	23,480	31,592	30,613
Associates — *Agrégés*	271	18,150	23,317	23,114
Assistants — *Adjoints*	287	14,110	19,477	18,877
Rank below assistants — *Rang sous les adjoints*	109	10,965	17,163	15,520
All ranks combined (incl. deans) — Total — *Tous les rangs (doyens inclus)*	890	—	*	22,374
Male — *Hommes*	760	—	24,331	23,172
Female — *Femmes*	130	—	19,539	18,179
UNIVERSITÉ D'OTTAWA (excluant médecine/art dentaire) UNIVERSITY OF OTTAWA (excluding medical/dental)				
Full professors — *Titulaires*	160	23,480	32,057	31,397
Department heads — *Chefs de département*	20	—	33,906	33,697
Other full prof. — *Autres titulaires*	140	23,480	31,793	30,741
Associates — *Agrégés*	222	18,150	23,281	22,978
Assistants — *Adjoints*	252	14,110	19,375	18,728
Rank below assistants — *Rang sous les adjoints*	92	10,965	17,649	15,708
All ranks combined (incl. deans) — Total — *Tous les rangs (doyens inclus)*	738	—	23,376	22,054
Male — *Hommes*	622	—	24,172	22,978
Female — *Femmes*	116	—	19,108	18,099
TRENT UNIVERSITY				
Full professors — *Titulaires*	33	24,000	28,579	28,500
Department heads — *Chefs de département*	9		29,011	*
Other full prof. — *Autres titulaires*	24	24,000	28,417	28,500
Associates — *Agrégés*	75	18,500	21,100	21,000
Assistants — *Adjoints*	52	14,500	16,587	16,500
Rank below assistants — *Rang sous les adjoints*	8	11,500	14,000	*
All ranks combined (incl. deans) — Total — *Tous les rangs (doyens inclus)*	170	—	20,924	20,500
Male — *Hommes*	151	—	21,213	20,500
Female — *Femmes*	19	—	18,632	17,500
LAKEHEAD UNIVERSITY				
Full professors — *Titulaires*	28	22,710	27,734	28,255
Department heads — *Chefs de département*	9	—	28,214	*
Other full prof. — *Autres titulaires*	19	22,710	27,507	27,690
Associates — *Agrégés*	79	18,095	21,773	22,080
Assistants — *Adjoints*	95	14,560	17,999	17,900
Rank below assistants — *Rang sous les adjoints*	29	12,380	15,142	15,390
All ranks combined (incl. deans) — Total — *Tous les rangs (doyens inclus)*	238	—	20,296	19,350
Male — *Hommes*	214	—	20,472	19,438
Female — *Femmes*	24	—	18,725	17,495

	Numbers	Floor	Average	Median
	Nombres	*Bas de l'échelle*	*Moyenne*	*Médiane*

UNIVERSITY OF GUELPH

Full professors — *Titulaires*	208	24,500	32,152	31,917
Department heads — *Chefs de département*	38	—	34,713	35,025
Other full prof. — *Autres titulaires*	170	24,500	31,579	31,216
Associates — *Agrégés*	257	19,300	23,444	23,108
Assistants — *Adjoints*	202	15,200	18,745	18,634
Rank below assistants — *Rang sous les adjoints*	35	12,500	15,296	15,308
All ranks combined (incl. deans) — Total — *Tous les rangs (doyens inclus)*	719	—	24,290	22,784
Male — *Hommes*	649	—	24,688	23,215
Female — *Femmes*	70	—	20,599	19,903

UNIVERSITY OF WATERLOO

Full professors — *Titulaires*	222	24,700	32,750	32,225
Department heads — *Chefs de département*	25	—	36,046	36,000
Other full prof. — *Autres titulaires*	197	24,700	32,332	31,650
Associates — *Agrégés*	263	18,900	24,244	24,150
Assistants — *Adjoints*	179	14,500	18,498	18,350
Rank below assistants — *Rang sous les adjoints*	29	—	15,779	14,750
All ranks combined (incl. deans) — Total — *Tous les rangs (doyens inclus)*	724	—	24,899	24,300
Male — *Hommes*	675	—	25,322	24,700
Female — *Femmes*	49	—	19,075	18,950

LAURENTIAN UNIVERSITY OF SUDBURY
UNIVERSITÉ LAURENTIENNE DE SUDBURY

Full professors — *Titulaires*	22	25,520	30,791	31,995
Department heads — *Chefs de département*	7	—	31,334	*
Other full prof. — *Autres titulaires*	15	25,520	30,538	31,070
Associates — *Agrégés*	68	20,010	23,834	24,010
Assistants — *Adjoints*	105	15,855	19,177	19,105
Rank below assistants — *Rang sous les adjoints*	42	12,525	15,327	15,275
All ranks combined (incl. deans) — Total — *Tous les rangs (doyens inclus)*	257	—	20,996	20,405
Male — *Hommes*	213	—	21,645	21,055
Female — *Femmes*	44	—	17,852	18,130

WILFRID LAURIER UNIVERSITY

Full professors — *Titulaires*	24	24,285	31,656	32,510
Department heads — *Chefs de département*	5	—	*	*
Other full prof. — *Autres titulaires*	19	24,285	31,748	33,063
Associates — *Agrégés*	60	18,570	22,891	23,154
Assistants — *Adjoints*	71	14,285	18,129	18,132
Rank below assistants — *Rang sous les adjoints*	18	11,385	14,658	14,399
All ranks combined (incl. deans) — Total — *Tous les rangs (doyens inclus)*	183	—	21,479	19,797
Male — *Hommes*	158	—	21,725	19,899
Female — *Femmes*	25	—	19,927	19,220

BRANDON UNIVERSITY

Full professors — *Titulaires*	13	22,000	26,130	25,580
Department heads — *Chefs de département*	9	—	26,157	*
Other full prof. — *Autres titulaires*	4	22,000	*	*
Associates — *Agrégés*	29	17,500	21,680	21,330
Assistants — *Adjoints*	57	14,000	17,008	16,860
Rank below assistants — *Rang sous les adjoints*	19	11,000	13,327	13,250
All ranks combined (incl. deans) — Total — *Tous les rangs (doyens inclus)*	129		18,632	17,500
Male — *Hommes*	113		18,825	17,750
Female — *Femmes*	16		17,272	17,013

	Numbers	Floor	Average	Median
	Nombres	*Bas de l'échelle*	*Moyenne*	*Médiane*

CARLETON UNIVERSITY[3]

Full professors — *Titulaires*	153	20,225	26,651	26,075
Department heads — *Chefs de département*	19	—	27,417	26,677
Other full prof. — *Autres titulaires*	134	20,225	26,542	26,063
Associates — *Agrégés*	258	15,650	19,981	19,699
Assistants — *Adjoints*	139	12,375	16,446	16,450
Rank below assistants — *Rang sous les adjoints*	18	—	14,556	14,465
All ranks combined (incl. deans) — Total — *Tous les rangs (doyens inclus)*	574	—	20,903	19,918
Male — *Hommes*	517	—	21,175	20,080
Female — *Femmes*	57	—	18,437	17,856

3 These figures do not reflect an increase to be given on or after January 1, 1976. — Ces chiffres n'incluent pas l'augmentation qui doit être accordée le, ou après le 1er janvier 1976.

YORK UNIVERSITY

Full professors — *Titulaires*	204	23,370	31,695	31,083
Department heads — *Chefs de département*	34	—	32,002	32,027
Other full prof. — *Autres titulaires*	170	23,370	31,633	30,716
Associates — *Agrégés*	368	17,620	21,323	20,813
Assistants — *Adjoints*	238	14,330	17,621	17,372
Rank below assistants — *Rang sous les adjoints*	74	11,390	14,051	13,560
All ranks combined (incl. deans) — Total — *Tous les rangs (doyens inclus)*	939	—	21,903	19,997
Male — *Hommes*	772	—	22,819	20,758
Female — *Femmes*	167	—	17,673	17,311

UNIVERSITY OF REGINA

Full professors — *Titulaires*	58	24,839	28,185	28,231
Department heads — *Chefs de département*	13	—	28,532	28,231
Other full prof. — *Autres titulaires*	45	24,839	28,085	28,230
Associates — *Agrégés*	136	19,083	22,407	21,841
Assistants — *Adjoints*	83	14,540	17,863	18,175
Rank below assistants — *Rang sous les adjoints*	13	11,418	14,673	14,454
All ranks combined (incl. deans) — Total — *Tous les rangs (doyens inclus)*	345	—	21,635	21,447
Male — *Hommes*	299	—	22,092	21,841
Female — *Femmes*	46	—	18,660	18,902

UNIVERSITY OF SASKATCHEWAN
(including medical/dental)

Full professors — *Titulaires*	259	25,170	32,891	30,018
Department heads — *Chefs de département*	70	—	36,247	32,899
Other full prof. — *Autres titulaires*	189	25,170	31,648	29,170
Associates — *Agrégés*	363	19,338	24,104	23,145
Assistants — *Adjoints*	183	14,863	20,071	18,193
Rank below assistants — *Rang sous les adjoints*	47	11,722	15,658	14,090
All ranks combined (incl. deans) — Total — *Tous les rangs (doyens inclus)*	889	—	25,453	24,126
Male — *Hommes*	770	—	26,322	24,723
Female — *Femmes*	119	—	19,827	19,321

UNIVERSITY OF SASKATCHEWAN
(excluding medical/dental)

Full professors — *Titulaires*	176	25,170	29,447	29,410
Department heads — *Chefs de département*	43	—	31,064	31,196
Other full prof. — *Autres titulaires*	133	25,170	28,925	28,645
Associates — *Abrégés*	279	19,338	22,562	22,507
Assistants — *Adjoints*	136	14,863	17,391	17,362
Rank below assistants — *Rang sous les adjoints*	33	11,722	13,571	14,000

	Numbers *Nombres*	Floor *Bas de l'échelle*	Average *Moyenne*	Median *Médiane*
All ranks combined (incl. deans) — Total — *Tous les rangs (doyens inclus)*	647	—	23,000	22,879
Male — *Hommes*	545	—	23,666	23,554
Female — *Femmes*	102	—	19,437	19,321

UNIVERSITY OF ALBERTA
(including medical/dental)

Full professors — *Titulaires*	465	25,960	33,005	32,081
Department heads — *Chefs de département*	54	—	37,318	37,337
Other full prof. — *Autres titulaires*	411	25,960	32,438	31,720
Associates — *Agrégés*	545	19,720	23,581	23,464
Assistants — *Adjoints*	280	15,184	18,523	18,424
Rank below assistants — *Rang sous les adjoints*	20	11,884	14,588	14,557
All ranks combined (incl. deans) — Total — *Tous les rangs (doyens inclus)*	1,328	—	25,895	24,838
Male — *Hommes*	1,134	—	26,628	25,554
Female — *Femmes*	174	—	21,747	20,771

UNIVERSITY OF ALBERTA
(excluding medical/dental)

Full professors — *Titulaires*	393	25,960	32,208	31,820
Department heads — *Chefs de département*	41	—	34,917	35,510
Other full prof. — *Autres titulaires*	352	25,960	31,893	31,476
Associates — *Agrégés*	474	19,720	23,210	23,166
Assistants — *Adjoints*	250	15,184	18,018	18,424
Rank below assistants — *Rang sous les adjoints*	13	11,884	13,754	14,084
All ranks combined (incl. deans) — Total — *Tous les rangs (doyens inclus)*	1,145	—	25,270	24,423
Male — *Hommes*	972	—	25,861	25,128
Female — *Femmes*	155	—	22,190	21,357

UNIVERSITY OF BRITISH COLUMBIA
(including medical/dental)

Full professors — *Titulaires*	486	23,000	34,034	33,650
Department heads — *Chefs de département*	49	—	41,744	41,200
Other full prof. — *Autres titulaires*	437	23,000	33,170	33,100
Associates — *Agrégés*	501	17,200	25,383	24,500
Assistants — *Adjoints*	597	13,900	21,532	20,700
Rank below assistants — *Rang sous les adjoints*	39	11,500	18,442	18,000
All ranks combined (incl. deans) — Total — *Tous les rangs (doyens inclus)*	1,751	—	26,013	24,300
Male — *Hommes*	1,469		26,993	25,200
Females — *Femmes*	282		20,906	20,350

Ed Note: Universities listed are all those from whom salary data has been received and processed to date by Statistics Canada. Figures from other universities will be available, as processed, by Stats Can.

	Numbers *Nombres*	Floor *Bas de l'échelle*	Average *Moyenne*	Median *Médiane*

UNIVERSITY OF BRITISH COLUMBIA
(excluding medical/dental)

Full professors — *Titulaires*	419	23,000	33,495	33,300
Department heads — *Chefs de département*	32	—	39,963	40,500
Other full prof. — *Autres titulaires*	387	23,000	32,960	32,800
Associates — *Agrégés*	441	17,200	24,690	24,300
Assistants — *Adjoints*	488	13,900	20,362	20,300
Rank below assistants — *Rang sous les adjoints*	33	11,500	17,476	17,200
All ranks combined (incl. deans) — Total — *Tous les rangs (doyens inclus)*	1,493	—	25,322	23,800
Male — *Hommes*	1,253	—	26,199	24,500
Female — *Femmes*	240	—	20,745	20,300

SIMON FRASER UNIVERSITY

Full professors — *Titulaires*	92	23,000	34,413	34,688
Departments heads — *Chefs de département*	14	—	34,386	34,050
Other full prof. — *Autres titulaires*	78	23,000	34,418	34,688
Associates — *Agrégés*	147	17,200	24,588	24,100
Assistants — *Adjoints*	105	13,900	20,191	20,650
Rank below assistants — *Rang sous les adjoints*	17	11,500	16,797	16,575
All ranks combined (incl. deans) — Total — *Tous les rangs (doyens inclus)*	374	—	25,490	23,850
Male — *Hommes*	331	—	26,062	24,075
Female — *Femmes*	43	—	21,090	20,025

VICTORIA UNIVERSITY

Full professors — *Titulaires*	30	22,700	29,868	29,625
Department heads — *Chefs de département*	5	—	*	*
Other full prof. — *Autres titulaires*	25	22,700	29,712	29,400
Associates — *Agrégés*	27	17,100	20,933	20,815
Assistants — *Adjoints*	16	13,800	17,580	17,628
Rank below assistants — *Rang sous les adjoints*	6	11,400	14,608	*
All ranks combined (incl. deans) — Total — *Tous les rangs (doyens inclus)*	85	—	23,673	21,890
Male — *Hommes*	71	—	24,313	22,360
Female — *Femmes*	14	—	20,427	18,980

CANADIAN MILITARY COLLEGES

Full professors — *Titulaires*	36	25,250	33,243	33,750
Department heads — *Chefs de département*	14	—	34,911	34,375
Other full prof. — *Autres titulaires*	22	25,250	32,182	31,125
Associates — *Agrégés*	55	19,700	25,404	25,850
Assistants — *Adjoints*	55	15,200	20,436	20,450
Rank below assistants — *Rang sous les adjoints*	29	9,750	16,648	16,850
All ranks combined (incl. deans) — Total — *Tous les rangs (doyens inclus)*	185	—	24,655	23,550
Male — *Hommes*	181	—	24,843	24,050
female — *Femmes*	4	—	*	*

VACANCIES POSTES VACANTS

LATE ADS

UNIVERSITY OF BRITISH COLUMBIA. **Department of Bio-Resource Engineering.** CHAIRMAN. DUTIES: Administration, participation and development of the teaching and research programs emphasizing systems design in the bio-resource areas of agriculture, food processing, reforestation, and fisheries. EDUCATION AND EXPERIENCE: Advanced degree in Agricultural Engineering or associated biological engineering fields with apprpriate academic and/or industrial experience. Ph. D. preferred. STARTING DATE: July 1, 1976 or when filled. SEND COMPLETE RESUME TO: Dr. W.D. Kitts, Chairman of Search Committee, Faculty of Agricultural Sciences, University of British Columbia, Vancouver, B.C., Canada, V6T 1W5.

UNIVERSITY OF CALGARY. **Department of Educational Psychology.** Applications are invited for the position of Full or Associate Professor in the field of Special Education effective July 1, 1976. The successful applicant would be expected to assume the position of Chairman of the Special Education Program. Accordingly, applicants should have had experience in a variety of areas of exceptionality in children. Applications should be forwarded to: Dr. B.P. Frost, Prosor and Head, Department of Educational Psychology, The University of Calgary, Calgary, Alberta, T2N 1N4, by May 30, 1976.

UNIVERSITY OF CALGARY. **Department of Educational Administration.** Applications are invited for an expected position commencing September 1976. Applicants must have a Ph. D., or Ed. D. degree. Expertise in one or more of the following areas is desirable: research design and methodology, politics of education, planning, school organisation, school law, supervision, evaluation, continuing and/or higher education. Present salary in the assistant professorial rank

is $15,630 to $20,420. A curriculum vitae and names of referees should be submitted to: Dr. R.B. Carson, Head, Department of Educational Administration, The University of Calgary, 2920 — 24th Avenue N.W., Calgary, Alberta, T2N 1N4.

CARLETON UNIVERSITY. **Department of Electronics.** The Department of Electronics of Carleton University has an opening at the Assistant Professor level for a faculty member to conduct undergraduate and graduate teaching and research in the areas of communications technology and microwave circuits and systems. The candidate should possess a Ph. D. in Electrical Engineering. The appointment will become effective July 1, 1976; closing date for applications will be June 15, 1976. Applicants should submit curriculum vitae and letters of reference to The Chairman, Department of Electronics, Faculty of Engineering, Carleton University, Ottawa, Ontario, K1S 5B6.

CARLETON UNIVERSITY. **Department of Economics.** Applications are invited for two positions: Professor of Economics, and a Visiting Professor of Economics. Applicants for both positions must be established scholars and have the Ph. D. degree. The position of Professor requires specialized training in International Trade and/or Econometrics; the date of appointment 1 January 1977; closing date for applications is 31 May 1976. Both positions involve undergraduate and graduate teaching and research. Salaries negotiable. Applications with vitae and the names of three referees should be addressed to Dr. N.H. Lithwick, Chairman, Department of Economics, Carleton University, Ottawa, Canada, K1S 5B6.

DALHOUSIE UNIVERSITY. **Department of Theatre.** Dalhousie University Department of Theatre has a vacancy for an acting and voice specialist in its undergraduate honours programme. The intention is to make a one-year appointment, with the possibility of renewal. The successful candidate will be expected to teach acting and voice in cooperation with teachers of improvisation and movement, and to carry out other appropriate duties within the programme. Ideally, a candidate should at least possess knowledge of voice physiology, production and placement of the voice in speech and in singing, and phonetics. The rank and salary of the appointment are subject to negotiation. Interested persons should apply as soon as possible to: Professor L.H. Lawrence, Chairman, Department of Theatre, Dalhousie University, Halifax, Nova Scotia, B3H 3J5. A curriculum vitae and the names of three referees should be submitted. A statement outlining the candidate's personal approach to the teaching of his/her specialities would be helpful.

UNIVERSITY OF TORONTO. **Department of Biochemistry.** 1. Assistant Professor for 2 years with possibility of renewal. 2. Ph. D. or equivalent experience and training in biochemistry and molecular biology. 3. Research; teaching undergraduate students in faculties of Medicine, Dentistry, Arts and Science or Nursing. 4. Salary minimum $15,000. 5. Send curriculum vitae and names of 3 referees to Professor D. Hofmann, Department of Biochemistry, Medical School, University of Toronto, M5S 1A8. 6. September 1, 1976 or as soon thereafter as possible. 7. July 31, 1976.

MEMORIAL UNIVERSITY OF NEWFOUNDLAND. **Extension Service.** ASSISTANT DIRECTOR. This position is open to both male and female applicants. (Non-Credit Courses, Conferences and the Arts). QUALIFICATIONS: Graduation from an approved college or university with a degree in Adult or Continuing Education; considerable experience in administrative work; or any equivalent combination of experience and training. DUTIES: The successful applicant will co-ordinate and direct the operation of the Courses and Conference Section and the Visual and Peforming Arts Section of the Extension Service of Memorial University and will be responsible for the development of new programs within these sections. Other duties will include the planning and policy-making of all aspects of Extension's programs and maintaining liaison with faculty and staff within the University, as well as outside parties relating to the preparation and maintenance of these programs. Other related duties. SALARY SCALE: Commensurate with qualifications and experience. CLOSING DATE: June 21st, 1976. Applications in writing, giving details of qualifications, training and experience, and the names of three sources of reference are to be submitted to: THE DIRECTOR OF PERSONNEL, MEMORIAL UNIVERSITY, ST. JOHN'S, NEWFOUNDLAND, A1C 5S7.

QUEEN'S UNIVERSITY. **Department of Paediatrics.** Applications are invited for the post of Lecturer. The appointment is geographic full-time for one year only with primary clinical and teaching responsibilities at the Hotel Dieu Hospital. L.M.C.C. and Royal College certification required; experience and interest in allergy/immunology would be an asset. Salary in the range of $16,000 — 18,000 with a ceiling by negotiation. Deadline for receipt of applications is May 31, 1976. Please write to Dr. M.W. Partington, Department of Paediatrics, Queen's University, Kingston, Ontario.

UNIVERSITY OF WATERLOO. **Department of Kinesiology.** (Health Studies area). **Title of Position:** Assistant or Associate Professor level. Availability of position dependent on budget. **Qualifications Required:** Ph.D. with expertise in cognitive behavior modification with definite interest in behaviors relevant to physical heath for preventive purposes. **Nature of Duties:** Teaching and research in Health Studies area. **Salary Offered:** Minimum for Assistant Professor $14,500; Associate Professor $18,900. **Name of Person to Whom Inquiries should be sent:** Dr. Ronald G. Marteniuk, Chairman, Department of Kinesiology, University of Waterloo, Waterloo, Ontario. **Effective Date of Appointment:** September 1, 1976. **Closing Date for Receipt of Applications:** June 30, 1976.

UNIVERSITY OF WATERLOO. **Department of Economics. Title of Position:** Full Professor. **Qualifications Required:** solid publication record. **Nature of Duties:** teaching and research. **Salary Offered:** competitive. **Name of Person to Whom Inquiries Should be sent:** Dr. Robert R. Kerton, Chairman, Department of Economics, University of Waterloo, Waterloo, Ontario. Starting date negotiable. Appointment is contingent upon final Budget Approval.

UNIVERSITY OF WATERLOO. **Accounting. Title of Position:** Assistant or Associate Professor of Accounting. **Qualifications Required:** Teaching undergraduate courses, research. **Salary Offered:** Minimum — Assistant Professor — $14,500; Associate Professor — $18,900. **Name of Person to Whom Inquiries Should be Sent:** A.R. Olsen, Associate Chairman Department of Economics, University of Waterloo, Waterloo, Ontario, N2L 3G1. **Effective Date of Appointment:** July 1, 1976. Appointment is contingent upon final budget approval.

ADMINISTRATION

UNIVERSITY OF BRITISH COLUMBIA. **School of Nursing.** DIRECTOR. The above position becomes vacant on July 1, 1977, on retirement of the present Director The School has 70 full-time faculty members and enrolls 480 students in a 4-year undergraduate program and 50 graduate students. The Director is the Chief Executive Officer of the School. Applicants should have a doctorate or equivalent, adequate administrative and academic experience, and be a Registered Nurse. Each applicant should send a curriculum vitae and the names of three referees by May 31, 1976 to: Dr. W.D. Liam Finn, Dean, Faculty of Applied Science, The University of British Columbia, 2075 Wesbrook Place, Vancouver, B.C., V6T 1W5.

MCGILL UNIVERSITY. **Department of Athletics.** DIRECTOR. The Director of the Department of Athletics provides leadership to the administration of an extensive Athletics Complex. A decision to combine the Athletics Board for men and women will provide new scope for creative development of program concepts and recreation services. Demonstrated administrative experience in a related field plus an ability to communicate with a variety of publics in French and English is desirable. Minimum bachelor's degree and preference will be given to applicants with a Ph.D. in Physical Education and/or Recreation. Salary will be commensurate with qualifications and experience. The University offers a comprehensive benefits program. Please send resume in confidence including names and addresses of three referees to: Dean of Students, McGill University, P.O. Box 6070, Montreal, H3G 3C1, Quebec.

ANTHROPOLOGY & SOCIOLOGY

CARLETON UNIVERSITY. **Department of Sociology and Anthropology.** APPOINTMENTS IN SOCIOLOGY. Applications are invited for one or two possible positions in Sociology, subject to final budget authorization. Rank, salary and duration of appointment will depend upon the candidate's qualifications and the Department's circumstances at the time of negotiation. Candidates with a completed Ph.D. and with some record of teaching and research experience will be preferred. Responsibilities will include undergraduate and, possibly, graduate courses and supervision in one or more of the following: methods and statistics; ethnomethodology; urban sociology, demography and ecology; political sociology; and French Canadian society. Replies, with full particulars and references, should be addressed as soon as possible, to Dr. Gordon Irving, Chairman, Personnel Committee, Department of Sociology and Anthropology, Carleton University, Ottawa, Ontario, K1S 5B6, Canada.

CARLETON UNIVERSITY. **Department of Sociology and Anthropology.** APPOINTMENTS IN ATHROPOLOGY Applications are invited for one or two possible positions in Anthropology, subject to final budget authorization. Rank, salary and duration of appointment will depend upon the candidate's qualifications and the Department's circumstances at the time of negotiation. Candidates with a completed Ph.D. and with some record of teaching and research experience will be preferred. Responsibilities will include undergraduate and, possibly, graduate courses and supervision in one or more of the following: cultural ecology; social anthropology, with a special competence in theory and method; archaeology and/or physical anthropology; area specialization in North America or Africa. Replies, with full particulars and references, should be addressed as soon as possible to Dr. Gordon Irving, Chairman, Personnel Committee, Department of Sociology and Anthropology, Carleton University, Ottawa, Ontario, K1S 5B6, Canada.

UNIVERSITY OF LETHBRIDGE, **Department of Anthropology. Title of Position:** Assistant Professor. **Qualifications required:** Preference for Ph.D. with ongoing research in psychological anthropology and fieldwork experience in Africa or India. Other areas of competence could include cultural ecology, race and ethnicity, and anthropology of religion. **Nature of duties:** Teaching at the undergraduate level, research. Salary offered: Minimum of $15,495 in 1975-76. **Person to whom inquiries should be sent:** Dr. Keith Parry, Chairman, Department of Anthropology, The University of Lethbridge, Lethbridge, Alberta, T1K 3M4. **Effective date of appointment:** July 1, 1976. **Closing date for receipt of applications:** May 15, 1976.

UNIVERSITY OF MANITOBA. **Department of Anthropology.** Applications are invited for summer session appointments. M.A. minimum requirement. Canadian experience required. Teach one or two of the following: (evenings: May, June, July) Introductory Anthropology (general), Introductory Anthropology (ethnography), Anthropology of Economics Systems, Canadian Subcultures; (day: July, August) Introductory Anthropology (general), Introductory Anthropology (ethnography), Culture and the Individual, Anthropology of Symbolic and Artistic Behaviour, North American Indians, North American Indian Ethnology. Each course runs for one half of the session. Stipend: $1,225 per course plus travel assistance. Applicants should send vitae and names of two references to William D. Wade, Head, Department of Anthropology, University of Manitoba, R3T 2N2.

UNIVERSITY OF PRINCE EDWARD ISLAND. **Department of Sociology.** POSITION: Assistant Professor in Sociology. QUALIFICATIONS: Ph.D. in Sociology with specialization in sociological statistics and methods. Require strong teaching and research abilities. NATURE OF DUTIES: Teaching sociological statistics and methods at undergraduate level plus introductory sociology. Academic year: September through April. Three preparations (9 hours) one semester; two preparations (6 hours) the other. SALARY: Assistant Professor (Minimum) $14,500. APPLICATIONS TO: Send vitae, three letters of reference and copies of graduate transcripts to Dr. Satadal Dasgupta, Chairman, Department of Sociology & Anthropology. University of Prince Edward Island, Charlottetown, Prince Edward Island C1A 4P3. EFFECTIVE DATE OF APPOINTMENT: July 1, 1976. CLOSING DATE: When position filled.

ARCHITECTURE

CARLETON UNIVERSITY. **School of Architecture.** Applications are invited for three or four term appointments at the Assistant or Associate Professor rank, effective July 1, 1976, from persons interested in giving lectures and seminars in architectural design plus some area of specialization, eg. urban design, building science. B.Arch. plus minimum of five years work experience or advanced degree required. Salary commensurate with qualifications. Applications should be sent to D. Shadbolt, Director, School of Architecture, Carleton University, Ottawa, Ontario, K1S 5B6.

ARTS

YORK UNIVERSITY. **Faculty of Arts.** York University has an opening for a junior Japan Specialist with an interest in one or more of the following disciplinary areas: Japan Foreign Policy and foreign relations including Canadian-Japanese relations, diplomatic history, legal history, and economic relations. The appointment is initially for three years with some expectations for a continuing appointment. Canadian experience is preferred. Interested candidates should direct all enquiries and relative documents (e.g. **curriculum vitae,** names of three references, and publications if any) to: Professor Toyomasa Fusé, Chairman, Search Committee, York University (Faculty of Arts), 4700 Keele Street, Downsview, Ontario, CANADA.

BIOLOGICAL SCIENCES

UNIVERSITY OF GUELPH. **College of Biological Science.** MUSCLE PHYSIOLOGIST. To teach in the Human Kinetics program to research and work with graduate students a faculty position in muscle physiology, with interests in mathematical modelling helpful. Ph.D. essential. Competence in biomechanics or neuro-endocrine control systems would be of subsidiary interest. Further details may be obtained from Dr. J.D. Brooke, College of Biological Science, University of Guelph.

UNIVERSITY OF GUELPH. **College of Biological Science.** BIOMECHANICS. To teach in the Human Biology program, to research and to work with graduate students, a faculty position in biomechanics, Ph.D. expected. Competence also in any of motor learning, neuro or endocrine bases of behaviour of subsidiary interest. Further information may be obtained from Dr. J.D. Brooke, College of Biological Science, University of Guelph.

UNIVERSITY OF GUELPH. **College of Biological Science.** SOCIAL ANTHROPOLOGIST/PSYCHOLOGIST. To teach in Human Biology, to research and to work with graduate students, a faculty position in the area of human small group social be-

haviour. Concern for comparative studies in biology of interest. Ph.D. expected. Further information may be obtained from Dr. J.D. Brooke, College of Biological Science, University of Guelph.

UNIVERSITY OF GUELPH. **College of Biological Science.** MOTOR LEARNING. To teach in the Human Biology and Human Kinetics programs, to research and work with graduate students, a faculty position in motor learning, Ph.D. essential. Competence in any of biomechanics, biological bases of social behaviour or dance would be of subsidiary interest. Further details may be obtained from Dr. J.D. Brooke, College of Biological Science, University of Guelph.

UNIVERSITY OF GUELPH. **College of Biological Science.** NEURO-ENDOCRINE CONTROL. To teach in the Human Biology program, to research and to work with graduate students, a faculty position in either or both neurology or endocrinology as they relate to normal human function. Ph.D. expected. Further information may be obtained from Dr. J.D. Brooke, College of Biological Science, University of Guelph.

MEMORIAL UNIVERSITY OF NEWFOUNDLAND — REGIONAL COLLEGE AT CORNER BROOK. **Department of Biology.** Undergraduate teaching position. M.Sc. or Ph.D. in Vertebrate Zoology with some teaching experience. The College offers first and second year university courses and attempts to provide the highest possible quality of instruction by appointing well qualified and experienced teachers. The College also seeks to provide an environment in which instructional innovation is encouraged and supported. Salary and rank dependent upon qualifications and experience. Curriculum vitae and names of three referees to: Dr. A.M. Sullivan, Principal, Memorial University of Newfoundland, REGIONAL COLLEGE AT CORNER BROOK, Corner Brook, Newfoundland. September 1, 1976. When position filled.

BUSINESS ADMINISTRATION

MCMASTER UNIVERSITY. **Faculty of Business.** Position as Chairman of the Personnel and Industrial Relations Area in the Faculty of Business. Rank is open. Successful candidate will be expected to contribute strongly to research and to teach Ph.D., Masters and undergraduate students in the area of Organizational Behaviour. Interested applicants whose graduate work was in Organizational Behaviour and who have sound quantitative qualifications are invited to send a curriculum vitae and particulars to Dean Robert C. Joyner, Faculty of Business, McMaster University, Hamilton, Ontario, L8S 4M4.

ST. FRANCIS XAVIER UNIVERSITY. **Department of Business Administration.** Applications are invited from persons interested in teaching undergraduate business administration courses, especially organizational behavior. Minimum qualification is MBA. Doctorate and/or teaching or business experience is preferred. Rank and salary depend upon qualifications. Position(s) will be filled for September 1976 subject to budget approval. Send resumes to John T. Sears, Dean of Arts and Science, St. F.X. University, Antigonish, Nova Scotia, B0H 1C0.

CHEMISTRY

MCMASTER UNIVERSITY. **Department of Chemistry.** Applications are invited for a number of post-doctoral teaching and research fellowships beginning in September 1976. Preference will be given to recent graduates. Fellows will be expected to spend approximately one-half of their time in teaching associated with the undergraduate program during the academic year of 26 weeks. The remainder of their time will be devoted to research in association with an academic staff member. The annual stipend will be $11,500 p.a. Applicants should submit curriculum vitae and the names of three referees to: Dr. D.B. MacLean, Chairman, Department of Chemistry, McMaster University, HAMILTON, Ontario, Canada, L8S 4M1.

UNIVERSITY OF WINDSOR. **Department of Chemistry** APPOINTMENT OF ASSISTANT PROFESSOR. The Department of Chemistry at the University of Windsor has a vacancy for an Assistant Professor, available on July 1, 1976; a later starting date could be arranged. The position will involve undergraduate and graduate teaching and independent research in Biochemistry within the Analytical, Clinical and Biochemistry group, one of the areas of recognized expertise in which the Department offers a Ph.D. There are fifteen full-time faculty members in the Department, all active in research, plus four Adjunct Professors all of whom are involved in the Analytical, Clinical and Biochemistry group. The Department presently has fifty graduate students, and ten postdoctoral fellows, supported by eight technical and four secretarial staff members, and is well equipped with modern instrumentation. The present starting salary for Assistant Professors if $14,016 per annum; it is expected that this figure will be adjusted upwards, with the new value to take effect on July 1, 1976. Interested applicants should write as quickly as possible to: Professor D.G. Tuck, Department of Chemistry, University of Windsor, Windsor, Ontario, N9B 3P4.

COMPUTER SCIENCE

UNIVERSITY OF GUELPH. **Department of Computing and Information Science.** Applications are invited for a contractually limited or probationary position at Assistant or Associate Professor rank, depending on qualification and experience, in a department teaching a practically orientated undergraduate computing curriculum. Business information or data processing experience required at junior and management levels, preferably through the design and implementation of COBOL systems. A Ph.D. degree or MBA desirable. Duties will commence on or before September, 1976, and will involve active participation in the undergraduate teaching program through responsibility for such courses as introduction to information processing, smaller DP systems, systems analysis and design, information organization and retrieval, large scale information processing systems, teleprocessing and communications and data base systems. An active research interest in one of these areas would be a definite advantage. Salary negotiable. Enquiries or applications with full curriculum vitae and names of three referees to: Dr. C.K. Capstick, Chairman, Department of Computing and Information Science, University of Guelph, Guelph, Ontario, N1G 2W1, by 31 May 1976.

UNIVERSITY OF WINDSOR. **School of Computer Science.** Applications are invited for a full-time faculty appointment. Candidates should have a Ph.D. in Computer Science, or in a closely related field. Previous experience in teaching or in Computer Centre systems is desirable. Rank will probably be Assistant Professor, but is negotiable. Salary scales and other benefits are comparable with most universities. The applicant will be expected to teach undergraduate courses in the general area of programming and software. Applicants should send a complete curriculum vitae including names of three refcrees to: Dr. E.W. Channen, Director, School of Computer Science, University of Windsor, Windsor, Ontario, N9B 3P4.

CURRICULUM & INSTRUCTION

MEMORIAL UNIVERSITY OF NEWFOUNDLAND. **Department of Curriculum and Instruction.** Position: Reading/Language Arts. Qualifications: Graduate degree, teaching and clinical experience in the area of reading. Nature of Duties: Undergraduate and graduate instruction in reading; clinical work. Salary and Rank: Commensurate with qualifications and experience. Apply to: Dr. F. Riggs, Head, Department of Curriculum and Instruction, Faculty of Education, Memorial University of Newfoundland, St. John's, Newfoundland, A1C 5S7. Effective Date of Appointment: 1st September 1976. Deadline for Applications: When position filled.

MEMORIAL UNIVERSITY OF NEWFOUNDLAND. **Department of Curriculum and Instruction.** Position: Religious Education. Qualifications: Graduate degree, teaching experience at the school and university level. Nature of Duties: Undergraduate instruction in religious education. Salary and Rank: Commensurate with qualifications and experience. Apply to: Dr. Frank Riggs, Head, Department of Curriculum and Instruction, Faculty of Education, Memorial University of Newfoundland, St. John's, Newfoundland, A1C 5S7. Effective Date of Appointment: 1st September 1976. Deadline for Applications: When position filled.

DRAMA

UNIVERSITY OF ALBERTA. **Department of Drama.** Invites applications for the chairmanship. Candidates should have outstanding academic and/or professional qualifications. The chairman is responsible for the academic supervision and artistic direction of an internationally recognized department offering professional programs in Acting, Directing, Design, and Playwriting (B.F.A., M.F.A.), the M.A. in Theatre History, Dramatic Literature, Theory and Criticism, as well as B.A. and B.Ed. programs. Rank and salary are open. The appointment will take effect as soon as possible but can be held over to 1977. Applications with curriculum vitae and names of three referees should be sent to Dean R.G. Baldwin, Faculty of Arts, Humanities Centre, University of Alberta, Edmonton, Alberta. The University of Alberta is an equal opportunity employer.

EDUCATION

UNIVERSITY OF MANITOBA. **Department of Educational Psychology.** Assistant Professor in Special Education (full-time position). Duties include teaching and assisting in the development of a diagnostic-prescriptive resource teacher training program at the Pre-Master's level; supervision of school-based practicum students and of graduate students; involvement in delivery of field services to the community and in continuing education projects. Applicant should have public school teaching experience and a non-categorical training orientation; doctorate and university teaching experience desirable. Appointment open as early as 1 July 1976. Salary approximately $17,000. with summer school teaching available, with additional stipend of $2,450. Address queries and curriculum vitae to Professor E.M. Lamb, Acting Head, Department of Educational Psychology, Faculty of Education, University of Manitoba, Winnipeg, Manitoba, R3T 2N2.

MCGILL UNIVERSITY. **Faculty of Education.** Applications are invited for a one-year appointment (sabbatical replacement) from September 1, 1976, in the Department of Education in Second Languages. Candidates should have at least Master's degree or equivalent with relevant teaching experience. Position involves teaching Curriculum and Instruction courses related to Elementary French as a Second Language and the supervision of internship. Salary according to qualifications and experience. Applications to: Dr. M.F. Buteau, Chairman, Department of Education in Second Languages, Faculty of Education, McGill University, 3700 McTavish Street, Montreal, Quebec, H3A 1Y2.

ECONOMICS

ALGOMA UNIVERSITY COLLEGE. **Department of Economics.** Applications are invited for a sessional appointment for summer school 1976 (July 5 — August 13). Duties involve teaching one course: Canadian Economic Problems and Policy. At least two years of university teaching experience in the subject area is required. Salary not less than $2,300. Applications to be sent to Dr. Donald Watkins, Principal, Algoma University College, Sault Ste. Marie, Ontario, P6A 2G4.

CONCORDIA UNIVERSITY — SIR GEORGE WILLIAMS CAMPUS. **Department of Economics.** Associate or Full Professor. Demonstrated record of high scholarly achievement in terms of publications and recognition in area of Public Finance. Graduate and some undergraduate teaching; supervision of Ph.D. dissertations. Salary commensurate with qualifications and experience. Salaries are fully competitive. Forward applications to Professor M. Stelcner, Chairman, Department of Economics, Concordia (Sir Geo. Wms. Campus), Montreal. Date of appointment — June 1, 1976. Applications accepted until position is filled.

CONCORDIA UNIVERSITY — SIR GEORGE WILLIAMS CAMPUS. **Department of Economics.** One or two appointments at Assistant or Associate levels. Commitment to excellence in teaching and to visible research. Ph.D. completed. Core courses and Economic History. Competitive salaries. Write to Professor M. Stelcner, Chairman, Department of Economics, Concordia University (Sir George Williams Campus) Montreal. Date of appointment — June 1, 1976.

ENGINEERING

UNIVERSITY OF ALBERTA. **Department of Chemical Engineering.** Applications are invited for a regular academic appointment at the assistant professor level. The successful candidate will be expected to teach courses in the general area of transport phenomena and to develop experimental research programs that will complement industrial activity in the Province. A curriculum vitae, the names of three references and a summary of current and future research interests should be submitted to: Professor F.D. Otto, Chairman, Department of Chemical Engineering, University of Alberta, Edmonton, Alberta, T6G 2G6.

UNIVERSITY OF CALGARY. **Department of Civil Engineering.** Applications are invited for vacancies at the Assistant or Associate Professor level in transportation engineering and geotechnical engineering. Duties include teaching at both the undergraduate and graduate levels together with related research. Both a Ph.D. and experience in practice are desirable. The initial appointment is for three years commencing July 1, 1976. Inquiries and applications, including curriculum vitae; should be sent to Dr. M.A. Ward, Head, Department of Civil Engineering, The University of Calgary, Calgary, Alberta, T2N 1N4.

CONCORDIA UNIVERSITY **Department of Electrical Engineering.** Applications are invited for a faculty position in the Department of Electrical Engineering of Concordia University, where expansion is planned in the Communications and Signal Processing area. Candidates should have industrial experience in the area of Communications especially Digital Communications and/or a Doctoral degree. Responsibilities involve undergraduate and graduate teaching, and supervision of graduate students. Those interested may send their curriculum vitae to Dr. M.N.S. Swamy, Professor and Chairman, Department of Electrical Engineering, Concordia University, 1455 de Maisonneuve Blvd. West, Montreal, H3G 1M8, P.Q., Canada.

CONCORDIA UNIVERSITY **Department of Electrical Engineering.** Applications are invited for a Visiting Factulty Position in the Department of Electrical Engineering of Concordia University for the academic year, 1976-77, in the area of Solid State Microelectronics devices and technology. Undergraduate teaching includes semiconductor and solid state physics, devices design and fabrication. Laboratory work includes thin film passive devices technology, photolithography, diode and transistor design and fabrication. Graduate teaching covers electronic materials and technology. Candidates should have Ph.D. or equivalent. Those interested please send their Curriculum Vitae to: Dr. M.N.S. Swamy, Professor and Chairman, Department of Electrical Engineering, Concordia University, 1455 de Maisonneuve Blvd. West, Montreal, H3G 1M8, P.Q., Canada.

CONCORDIA UNIVERSITY **Department of Electrical Engineering.** A position is available for a Post-Doctoral Fellow in the area of Circuit Theory. Candidate should possess a Ph.D. and have publications in reviewed journals. He should have a broad based knowledge of various aspects including Graph Theory, n-port networks, approximation, active and digital filters and should be able to conduct independent research in graph theory and its application in invulnerable design of Communication nets. The position is open for two years starting from September 1976, and the salary is $9,600 per annum. Please send resumé to Dr. M.N.S. Swamy, Chairman, Department of Electrical Engineering, Concordia University, Montreal, Quebec.

MCMASTER UNIVERSITY. **Faculty of Engineering.** The Department of Civil Engineering and Engineering Mechanics has available a faculty position at the Assistant Professor level, in the general area of Water Resources and Environmental Engineering. This position requires undergraduate teaching in hydraulics and Municipal Engineering; it is also expected that this faculty member would be an active participant in an interdisciplinary (Civil Engineering and Chemical Engineering) programme of graduate level instruction and research, with particular emphasis in the Water Quality area. Salary level to be arranged commensurate with qualifications and experience; applicants should hold the Ph.D. degree. The appointee should be available to take up this position on July 1, 1976 or as soon as possible thereafter. Applicants should send their curriculum vitae and the names of three referees to: Dr. A.C. Heidebrecht, Chairman, Department of Civil En-

gineering and Engineering Mechanics, McMaster University, Hamilton, Ontario.

UNIVERSITY OF NEW BRUNSWICK. **Department of Civil Engineering.** RANK: Assistant or Associate Professor of Civil Engineering. MINIMUM QUALIFICATIONS: Masters degree, Doctoral preferred, with five years experience in Canadian Transportation, acceptable for registration as a professional engineer in New Brunswick. SPECIALIZATION: Transportation planning with emphasis on air transport systems and airports. Knowledge and experience in Highway and/or Urban Planning desirable. Required to teach undergraduate and graduate courses in transportation and related civil engineering subjects, supervise graduate students, conduct research and participate in the activities of the Department of Civil Engineering in the area of Transportation Planning. SALARY: According to qualifications and experience: Salary floors for 1975-76 — Asst. Prof. $14,000, Assoc. Prof. $18,200. APPLICATIONS: I.M. Beattie, Head, Department of Civil Engineering, Head Hall, University of New Brunswick, Fredericton, New Brunswick, E3B 5A3.

UNIVERSITY OF PRINCE EDWARD ISLAND. **Department of Engineering.** The Engineering Department of the University of Prince Edward Island invites applications for an appointment at the Assistant Professor level, to begin on July 1, 1976. Duties to include undergraduate teaching of various engineering courses given in the first and second years of a four year program. The applicant should have a Master of Engineering degree. A curriculum vitae and three letters of reference should be sent to: Donald GILLIS, Chairman of Engineering, University of Prince Edward Island, Charlottetown, P.E.I.

QUEEN'S UNIVERSITY AT KINGSTON. **Department of Electrical Engineering.** Assistant or Associate Professor. Doctorate or equivalent qualification in electrical engineering. Applicants with expertise in the area of electric machines, solid-state electric-machine control, power systems, control systems or some combination of these fields will be considered. Background in teaching and research desirable. Industrial experience and Professional Engineer status advantageous. Basic duties will include undergraduate and graduate teaching, research compatible with the departmental program, and participation with other academic staff in the academic and administrative affairs of the department. Salary dependent upon qualifications. Submit detailed curriculum vitae, with letter and names of three referees, to C.H.R. Campling, Head, Department of Electrical Engineering, Queen's University, Kingston, Ontario, K7L 3N6. Appointment not later than September 1, 1976. Applications requested by May 30, 1976.

QUEEN'S UNIVERSITY. **Department of Mechanical Engineering.** A vacancy exists in the academic staff for a mechanical engineer to teach undergraduate and postgraduate courses in manufacturing and design, and associated disciplines such as kinematics and dynamics of machines, mechanics of solids, and tribology, and to participate actively in the research program in manufacturing engineering. The successful candidate should have a first degree in mechanical engineering and be eligible for registration (A.P.E.O.). A record of successful design for manufacturing and/or design of manufacturing facilities and processes, successful teaching experience or demonstrated skill in exposition, formal post-graduate training and research experience are desirable qualifications. Appointment will be made at a rank appropriate to the age, qualifications and experience of successful candidate. To be considered, applications containing the names of three referees must be received before July 15, 1976 by Professor W.B. Rice, Head, Department of Mechanical Engineering, Queen's University, Kingston, Ontario, K7L 3N6.

UNIVERSITY OF WINDSOR. **Department of Engineering Materials.** The Department of Engineering Materials invites applications for a full-time faculty position at the Assistant or Associate Professorial rank, effective July 1, 1976. The position calls for teaching at both undergraduate and graduate levels and the supervision of graduate research. Applicants should possess an advanced degree and those with expertise in ferrous physical metallurgy will be given preference. Salary will be commensurate with qualifications. Closing date for applications is May 31, 1976. Send resume and the names of three referees to Dr. W.V. Youdelis, Head, Department of Engineering Materials, University of Windsor, Windsor, Ontario, Canada, N9B 3P4.

UNIVERSITY OF SASKATCHEWAN. **Department of Civil Engineering.** Applications are invited for an Assistant Professor in the area of surveying and photogrammetry, including remote sensing and graphics. Duties will include teaching at the graduate and undergraduate level and participating in research programs. A graduate degree is essential, Ph.D. preferred, but experience will be considered. Closing date for applications is May 31, 1976, for possible appointment July 1, 1976. Applications, including curriculum vitae, experience and names of three references should be sent to: Prof. C.D. Smith, Head, Department of Civil Engineering, University of Saskatchewan, Saskatoon, Saskatchewan, S7N 0W0.

ENGLISH

CONCORDIA UNIVERSITY — LOYOLA CAMPUS. **Department of English.** Part-time positions in Children's Literature, Women in Literature, Restoration Drama (half course) for 1976-7 session. Please make all applications to Dr. Judith S. Herz, Chairman, Department of English, Loyola Campus, Concordia University, 7141 Sherbrooke St. West, Montreal, Quebec, H4B 1R6.

UNIVERSITY OF GUELPH. **Department of English.** RANK: Full Professor or Associate Professor Ph.D. and substantial publications. Undergraduate and graduate (M.A. level only) teaching. Area of Specialization: Romantic Literature. Salary: according to qualifications. Apply: Dr. Elizabeth Waterston, Chairman, Department of English, University of Guelph, Guelph, Ontario, N1G 2W1. May 15, 1976. As soon as possible.

WILFRID LAURIER UNIVERSITY. **Department of English.** It is possible that for 1976/77 we may make a sessional appointment in Tudor and Jacobean drama with special emphasis on Shakespeare. Rank and salary will depend on qualifications. A doctorate in the field, substantial publication, and successful teaching experience will be essential. Apply to Dr. Flora Roy, Chairman, Department of English, Wilfrid Laurier University, Waterloo, Ontario, N2L 3C5.

ENVIRONMENTAL DESIGN

UNIVERSITY OF CALGARY. **Faculty of Environmental Design.** Seeking candidates for a full-time appointment in the Architecture Programme. Responsibility for instruction in architectural design in studio and lecture/seminar formats. Candidates must have teaching ability in design fundamentals, encompassing both theoretical and practical aspects of architectural design. Research and teaching experience at the graduate level are preferred. The Faculty of Environmental Design operates an interdisciplinary graduate programme in the fields of Architecture, Urbanism and Environmental Science. Preference will be given to candidates with demonstrated interests or ability to operate within the overall Faculty programme and to develop the relationships of architectural design to broader issues of man and environment. Salary and rank commensurate with academic background and professional experience. Write or telephone: Dean W.T. Perks, Faculty of Environmental Design, The University of Calgary, Calgary, Alberta, T2N 1N4. (403) 284-6606.

FILM STUDIES

CARLETON UNIVERSITY. **Film Studies.** Effective: 1 July 1976. This appointment will be made within the rank of Assistant Professor. The candidate is expected to have a higher degree in Film Studies, or the equivalent, with experience in the teaching of Film. The position will involve full-time teaching in a Film Studies degree program (B.A.). There will be no practical film-making or production in the program. Teaching duties will commence in September 1976. Inquiries or applications may be directed to Ben Jones, Department of English, Carleton University, Ottawa, Canada, K1S 5B6.

FINE ARTS

CONCORDIA UNIVERSITY. **Faculty of Fine Arts. Visual Arts Division.** The Visual Arts Division has an opening in the area of Graphic Design. The candidate should have a broad range of Graphic Design techniques and to be aware of the impact of Graphic communications on society. Teaching experience and/or professional design experience in communications media is required. Bilingualism is an asset. Deadline: OPEN UNTIL FILLED. Salary and rank will be dependent upon qualifications and experience. Inquiries should be addressed to: Prof. L. Sherman, Acting Director, Visual Arts Division, Faculty of Fine Arts, Concordia University, 1455 de Maisonneuve, Montreal, Quebec. La Division des arts visuels a un poste à offrir en conception graphique. On exige des candidats tout un éventail de connaissances en techniques de conception graphique et la conscience de l'impact des communications graphiques sur la société. L'expérience de l'enseignement ou l'expérience professionnelle en conception graphique dans les média est nécessaire. Le bilinguisme constitue un atout. Le concours est ouvert TANT QUE LE POSTE NE SERA PAS POURVU. Le traitement et le rang dépendront des titres et des qualités ainsi que de l'expérience. Les demandes doivent être adressées au professeur L. Sherman, Directeur intérimaire, Division des arts visuels, Faculté des beaux-arts, Université Concordia, 1455 boulevard de Maisonneuve ouest, Montréal, Québec.

CONCORDIA UNIVERSITY. **Art Education.** POSITION: one year replacement at assistant or associate professor level, in art education, subject to budgetary considerations. Ph.D. preferred, but M.A. with exceptional background and experience will be considered. DESCRIPTION: this position involves teaching a graduate seminar in art education and two art education courses at the undergraduate and/or teacher certification levels. The position demands considerable knowledge of the literature and practices in art education and the ability to link processes of art to an education context. SALARY: negotiable commensurate with qualifications and experience and the contract would be from June 1, 1976 to May 31, 1977. Deadline for submission — when position is filled. Apply to: Professor Leah Sherman, Acting Director, Visual Arts Division, Faculty of Fine Arts, Concordia University, 1455 de Maisonneuve Blvd. West, Montreal, Quebec, H3G 1M8.

GEOGRAPHY

BROCK UNIVERSITY. **Department of Geography.** Applications are invited at the Assistant or Associate level to fill two permanent posts in the Physical Geography programme, commencing July 1, 1976, one in Biogeography; the other in Geomorphology. Salary and rank dependent upon qualifications and experience. Please submit curriculum vitae and the names of three referees to: Professor B.W. Thompson, Chairman, Department of Geography, Brock University, St. Catharines, Ontario, L2S 3A1.

BROCK UNIVERSITY. **Department of Geography.** Applications are invited for a sessional lecturer to offer two half-courses and one full course in Transportation Geography during the academic year 1976-77. Salary dependent on qualifications and experience. The candidate may also be invited to offer courses in Continuing Education. Applications, including c.v. and names of three referees, should be forwarded as soon as possible to Professor B.W. Thompson, Chairman, Department of Geography, Brock University, St. Catharines, Ontario, L2S 3A1, (416) 684-7201, from whom further information is available.

CARLETON UNIVERSITY. **Department of Geography.** Sessional lecturer is required to present a basic second year course in Introductory Urban and Economic Geography during the fall and winter terms of the 1976-77 academic year (Evening Division). The course involves three hours of lecture per week. Subject matter would cover location theory as applied to agriculture, manufacturing, central place structure, etc.; spatial interaction; urban social geography; and regional development. The course is taken primarily by geography Majors and Honours students. Qualifications would include the M.A. degree, with Ph.D. preferred, and teaching experience in this subject area. Salary would be a minimum of $2,500, with increment depending on the experience of the applicant. Enquiries should be addressed to: D.M. Anderson, Chairman, Department of Geography, Carleton University, Colonel By Drive, Ottawa, Ontario, K1S 5B6.

LAURENTIAN UNIVERSITY. **Department of Geography.** Applications are invited for a sessional lecturer to offer three full-courses in the Department of Geography at Laurentian University during the academic year 1976-77: GEOG 2300 Economic Geography, GEOG 4805 Natural Resource Development in Regional Planning. The third course will be selected in consultation with the successful applicant. Salary and level of appointment will depend on qualifications and experience. Bilingual candidates are preferred (English and French). Applicants should forward a curriculum vitae and the names of three referees as soon as possible to: J.R. Pitblado, Ph.D., Chairman, Department of Geography, Laurentian University, Sudbury, Ontario, P3E 2C6.

HOME ECONOMICS

UNIVERSITY OF WINDSOR. **Department of Home Economics.** Lecturer or Assistant Professor. Ph.D. preferred; Master's required. Teaching and research undergraduate courses in Family Relations and Consumer Problems. Commensurate with qualifications and experience. Head, Department of Home Economics, University of Windsor, Windsor, Ontario, N9B 3P4. July 1, 1976. When position filled.

UNIVERSITY OF MANITOBA. **Department of Clothing and Textiles.** UNIVERSITY TEACHING position in clothing design available July 1, 1976. Master's degree and teaching or equivalent experience as a professional designer are minimum requirements. Salary and rank negotiable. Address applications to: Head, Clothing and Textiles Dept., University of Manitoba, Winnipeg, Manitoba, Canada, R3T 2N2.

UNIVERSITY OF NEW BRUNSWICK. **Vocational Education Division. Title:** Clothing and Textiles Specialist. **Responsibilities:** Teaching the areas of clothing and textiles. Development of a textiles laboratory. Research in textile science or behavioral aspects of clothing or other appropriate area. **Qualifications:** Ph.D. in Textile Science or Ph.D. in Home Economics preferred with specialization in behavioral aspects of clothing, consumer textiles, or clothing or textiles design. Experience in teaching and research is highly desirable. **Rank:** Assistant or Associate Professor. **Salary:** Negotiable. **Effective Date of Appointment:** July 1, 1976. **Closing Date:** Open until filled. **Address:** Send application, including curriculum vitae to: Dr. D.R. LeBlanc, Chairman, Vocational Education Division, Faculty of Education, University of New Brunswick, Fredericton, N.B., E3B 5C2.

HUMAN COMMUNICATION DISORDERS

MCGILL UNIVERSITY. **School of Human Communication Disorders.** Assistant/Associate Professor in Speech and Language Pathology. Teach graduate courses in normal and deviant development of speech and language, including diagnosis and therapy. Other interests to include speech disorders (C.P., Cleft Palate) or phonetics and anatomy for speech. Ph.D., CCC-SP (ASHA) or CSHA Membership. Available July 1976. Apply to: K.K. Charan, Ph.D., Director, School of Human Communication Disorders, McGill U., 1266 Pine Avenue W., Montreal, P.Q., H3G 1A8.

HUMAN JUSTICE SERVICES PROGRAM

UNIVERSITY OF REGINA. **Human Justice Services Program.** The successful candidate will assist in developing a program of research and instruction for students with varied experimental and academic backgrounds, leading to a certificate and/or degree. The proposed program is flexible, but it is anticipated that it will relate to people's perception of formal and informal justice systems, and the interaction of these perceptions with the community, police, court, correctional and rehabilitative programs. Emphasis will be placed on an experimental and research approach. There will also be an applied dimension in the program. Teaching and research in the program will be a major responsibility. QUALIFICATIONS: An academic background with considerable appropriate experience. Canadian experience preferred. SALARY: Commensurate with education and experience. Range — $14,540 — $21,083 (Assistant Professor); $19,083 — $26,963 (Associate Professor). CLOSING DATE: As soon as appropriate candidates are available. SUBMIT APPLICATIONS TO: Otto H. Dricdger, Director, Human Justice Services Program, University of Regina, Campion College, East Podium, Regina, Saskatchewan, Canada, S4S 0A2. Phone — 584-4776 area code 306.

JOURNALISM

CARLETON UNIVERSITY. **School of Journalism.** Invites application for 2 (two) positions, a) one appointment at any rank, to person with Ph.D. completed or in progress in Political Science, Sociology or Communications with established interest in the press and mass communication to teach undergraduate and graduate courses in media and society. Salary commensurate with experience and qualifications. b) one appointment at the Assistant rank. Teaching experience desirable; substantial experience as a working journalist a requirement; to teach undergraduate and graduate courses in reporting. Salary commensurate with experience and qualifications. Applications, containing curriculum vitae and names of three references should be sent to, G. Stuart Adam, Director, School of Journalism, Carleton University, Colonel By Drive, OTTAWA, Ontario, K1S 5B6.

LANGUAGES

TRENT UNIVERSITY. **Department of Modern Languages and Literatures.** Vacancy for Sessional Lecturer for 1976-77. Ph.D. or near completion preferred. Duties will include teaching undergraduate courses in Spanish language and introductory course in Comparative Linguistics. Salary will be in Lecturer range. Appointment effective July 1st. Closing date for application when position filled. Apply to Dr. D.L. Smith, Associate Chairman, Dept. Mod. Langs. & Lits., Trent University, Peterborough, Ontario, K9J 7B8.

UNIVERSITY OF VICTORIA. **Department of Germanic Languages and Literature.** Sessional lecturer/assistant professor to replace a faculty member on leave September 1976 — May 1977. This is a nine-month appointment to teach junior and intermediate language courses, and possibly an upper-level course in 19th and 20th century poetry. Grad student progressing toward Ph.D. considered. Salary dependent on qualifications and experience, minimum $10,500. Reply with curriculum vitae to: Dr. Michael Hadley, Chairman, Department of Germanic Languages and Literature, University of Victoria, Victoria, B.C., V8W 2Y2.

LAW

CARLETON UNIVERSITY. **Department of Law.** Applications are invited for the position of Assistant Professor for a two-year term appointment, with effect 1 September 1976, with the prospect of a continuing appointment should budgetary conditions permit. Candidates for the position should be at least in the process of completing studies in law at the mater's level or possess equivalent experience in the practice of law. Teaching duties associated with the position related to tax law and other courses in the commercial law field. Curriculum vitae, and the names of three referees, should be sent to Professor K.G. McShane, Chairman, Department of Law, Carleton University, Ottawa, Ontario, K1S 5B6. The closing date for receipt of applications is June 4, 1976.

LIBRARY

UNIVERSITY OF GUELPH. **Librarian.** (General Librarian) for the Library's Documentation and Media Resource Centre. Degree from an accredited Library School, preferably MLS, plus a master's or honours bachelor's degree in a science or social science field. Interest in government publications essential. Salary commensurate with qualifications and experience. Position to be filled May 1, 1976 or other date by agreement. Applications should be addressed to Miss M.D. Cameron, Assistant Librarian for Personnel, the Library, University of Guelph, Guelph, Ontario, N1G 2W1.

UNIVERSITY OF SASKATCHEWAN. **Library.** REFERENCE LIBRARIAN. The University of Saskatchewan Library has a vacancy for a Librarian 1 in the Reference Department of the Main Library. The successful applicant will have a degree from an accredited School of Librarianship and at minimum a B.Sc. A knowledge of Russian would be an asset. Candidates should have experience or interest in automated information retrieval systems. As well, duties involving book selection within specific subject areas will be assigned. Previous library experience is not essential, although it would be an asset. The present salary range is $10,637 — $14,074. COLLECTION DEVELOPMENT LIBRARIAN. The University of Saskatchewan Library has a vacancy for a Librarian 1 within the Collection Development Unit. The successful applicant will have a degree from an accredited School of Librarianship, a background in American Literature and British Literature and History, as well as a working knowledge of German. Applicants should have a strong interest in the fine arts including music. As well as book selection duties the successful applicant will be assigned duties involving the information or reference desk. The present salary range is $10,637 — $14,074. REFERENCE LIBRARIAN. The University of Saskatchewan Library has a vacancy for a Librarian 1 in the Reference Department of the Main Library. The successful applicant will have a degree from an accredited School of Librarianship as well as a Bachelor's degree and a working knowledge of either French or German. The primary focus of this position will be Interlibrary Loans. As well, duties involving book selection within specific subject areas will be assigned. Previous library experience involving Interlibrary Loans and/or supervision of staff will be a definite asset. The present salary range is $10,637 — $14,074. Please reply for any of the above positions in writing to: J.D. Teskey, Assistant to the Librarian (Administration), The Library, University of Saskatchewan, Saskatoon, Saskatchewan, S7N 0W0.

MEDICINE

UNIVERSITY OF BRITISH COLUMBIA. **Faculty of Medicine.** The Faculty of Medicine of the University of British Columbia in Vancouver, Canada, is seeking a Professor and Head for the Department of Surgery. The appointee will be responsible for medical undergraduate and graduate education in the department and for its program of research. The appointee will serve as Head of the Department of Surgery at the Vancouver General Hospital and will have administrative responsibilities in the operation of this affiliated general hospital which serves both as a teaching and community hospital. The appointee will coordinate the undergraduate and graduate participation of other affiliated institutions in the academic program. Salary will be according to qualifications and experience. Applications accompanied by detailed curriculum vitae and the names of three persons for reference will be received by the Dean, Faculty of Medicine, University of British Columbia, Vancouver, B.C., Canada V6T 1W5, until May 31, 1976.

DALHOUSIE UNIVERSITY. **Department of Anatomy. Position Open: Associate or Assistant Professor.** Applications are invited from persons with M.D., D.D.S. and/or Ph.D. qualifications for the above position. Duties may include the teaching of Anatomy to Medical, Dental or Paramedical students. Experience in teaching Gross Anatomy is required and a research interest in the nervous system is desirable. Salary and rank commensurate with experience. Applications, together with curriculum vitae and the names of two referees should be addressed to Dr. D.G. Gwyn, Head, Department of Anatomy, Dalhousie University, Halifax, Nova Scotia, Canada.

UNIVERSITY OF WESTERN ONTARIO. **Department of Family Medicine.** Assistant–Professor. Applications are invited for a full-time family physician teacher to join 3 full-time family physicians at the Family Medical Centre of Victoria Hospital, London, Ontario. The successful applicant will have responsibility for a teaching practice of about 500 families in a group practice of 2,000 families. Teaching responsibilities include expanding undergraduate and graduate programs. Duties include teaching clinical practice and administration, with opportunities for research. Membership in College of Family Physicians of Canada preferable; certification (or eligibility for certification) desirable. Applications including curriculum vitae and the names of three referees should be sent to Dr. I.R. McWhinney, Chairman, Department of Family Medicine, University of Western Ontario, London, Ontario.

NURSING

DALHOUSIE UNIVERSITY. **School of Nursing.** Coordinator of a masters program now in its first year, with plans for expansion. Professor or Associate Professor of Nursing to direct the graduate program in association with the Director of the School. It is expected that the candidate will have completed a doctorate, and have had clinical, nursing education and research experience. The appointment provides opportunity for teaching in the graduate and undergraduate programs and for research in own area of interest. The graduate program also needs expertise in medical-surgical nursing, at doctoral or masters level. Faculty positions will be available in mental health and psychiatric nursing and in community health nursing. Minimum: Masters degree. Apply with curriculum vitae to Muriel E. Small, Director, School of Nursing, Dalhousie University.

MEMORIAL UNIVERSITY OF NEWFOUNDLAND. **School of Nursing.** Is expanding due to increased enrolment, and will have faculty positions available September 1, 1976 or January 1, 1977 for teachers with knowledge of Curriculum Development and competency in Nursing of Children, Maternal-Child Nursing, Psychiatric Nursing, and Community Nursing. Direct applications to: Margaret D. McLean, Director, School of Nursing, Memorial University of Nfld., St. John's, Newfoundland.

UNIVERSITY OF SASKATCHEWAN. **College of Nursing.** Applications are invited for several one year term appointments with the possibility of re-appointment to tenurable positions. Preference will be given to candidates with graduate preparation and experience in Maternal-Child, Primary Care, Community and Mental Health Nursing plus interest in clinical research. Curriculum revision is underway and persons with a flexible and energetic approach to change will be welcomed. Address enquiries to Hester J. Kernen, Dean, College of Nursing, University of Saskatchewan, Saskatoon, Saskatchewan, S7N 0W0.

PHILOSOPHY

DALHOUSIE UNIVERSITY. **Department of Philosophy.** Applications are invited for a possible position at Assistant Professor level, to begin July 1, 1976. This would be a one year appointment in the first instance, but with possibility of extension to a normal three year appointment thereafter. Salary according to qualifications. Teaching and research experience (preferably with publications), and a Ph.D. or equivalent are required. Duties include undergraduate and graduate (to the M.A. level) teaching, with emphasis on philosophy of science. Please address letter of application, including curriculum vitae and names of three referees, to the Chairman, Professor R. Puccetti, Philosophy Department, Dalhousie University, Halifax, N.S. B3H 3J5. Dalhousie University reserves the right not to fill this possible vacancy at this time.

MEMORIAL UNIVERSITY OF NEWFOUNDLAND. **Department of Philosophy.** Applications are invited for the position of lecturer or assistant professor in Philosophy to commence September 1, 1976. The appointment is presently restricted to a one-year term. A strong interest in junior-level teaching is desirable though there is opportunity for more senior work, possibly in the area of phenomenology, german idealism, politics or aesthetics. Curriculum vitae etc. should be sent to F.L. Jackson, Head, Department of Philosophy, Memorial University, St. John's, Newfoundland, A1C 5S7.

PHYSICAL EDUCATION

LAURENTIAN UNIVERSITY. **School of Physical and Health Education.** This will be a one year appointment. Candidates should have expertise in at least two of the following areas: measurement and evaluation; outdoor education; diving, varsity coaching, programme coordination. Ph.D. preferred. Candidate should have research experience. Rank and salary to be commensurate with qualifications and experience. Bilingual preferred (English and French). The appointment is for July 1, 1976. Applications should be sent to: Dr. L.B. Shaw, M.D., School of Physical and Health Education, Laurentian University, Sudbury, Ontario, P3E 2C6.

POLITICAL SCIENCE

ALGOMA UNIVERSITY COLLEGE. **Department of Political Science.** Required for Summer School Session (July 5 – August 13, 1976) instructor to teach senior course at the undergraduate level in Political Science – Government and Politics of the United States of America. Ph.D. or Ph.D. in process plus undergraduate teaching experience preferred. Please send letter of application, curriculum vitae, transcripts of record and three letters of reference to Dr. D. Watkins, Principal, Algoma University College, Sault Ste. Marie, Ontario, P6A 2G4.

CARLETON UNIVERSITY. **Department of Political Science.** A vacancy exists for a qualified senior specialist in Canadian Government and Politics, rank open. Candidates should hold a Ph.D. degree and have a proven record of active research and significant publication, and ability to supervise students at the doctoral level. Considerable teaching experience at both the undergraduate and graduate levels is essential. Salary in accord with scales for appropriate rank. Effective date of the appointment will be July 1, 1976. Applications, resumés and the names of three referees should be transmitted to: Chairman, Appointments Committee, Department of Political Science, Carleton University, Ottawa, Ontario, K1S 5B6. Open until filled.

PSYCHOLOGY

CARLETON UNIVERSITY. **Department of Psychology.** The Department of Psychology at Carleton University anticipates an opening for a Demonstrator or Instructor to teach Introductory Psychology using the modular format. No research responsibilities or commitments. M.A. minimum, Ph.D. preferred. Salary $10,000 — $11,000 per annum. Send application and curriculum vitae to: Dr. M.E. Marshall, Department of Psychology, Carleton University, Ottawa, Ontario, K1S 5B6.

UNIVERSITY OF GUELPH. **Department of Psychology.** Is seeking a senior person to contribute to an Applied Social Psychology program which has dual emphasis on research and practice skills. Since we are seeking a person who will assist in the coordination of the program, we encourage applications from candidates with experience in the development of applied training programs. Applicants should send vitae, the names of three references, and copies of recent publications to: Dr. Peter D. Duda, Appointments Officer, Department of Psychology, University of Guelph, Guelph, Ontario, N1G 2W1.

ST. FRANCIS XAVIER UNIVERSITY. **Department of Psychology.** One position, Assistant to Full Professor, to teach courses in developmental and social psychology. Preference will be given to candidates with research experience in developmental and/or social psychology. Ph.D. required by September 1976. Send curriculum vitae and names of three references to: R.W. Johnson, Ph.D., Department of Psychology, St. Francis Xavier University, Antigonish, Nova Scotia, Canada, B0H 1C0.

RELIGIOUS STUDIES

UNIVERSITY OF WINDSOR. **Department of Religious Studies.** Applications are invited for a possible appointment, rank open, preferably July 1, 1976. Applicants should have doctoral degree. CONTEMPORARY CHRISTIAN THEOLOGY with competence in philosophy of religion or religion and social sciences. Undergraduate and graduate teaching. Salary dependent on rank and experience. Send curriculum vitae and 3 letters of recommendation to, E.J. Crowley, Department of Religious Studies, University of Windsor, Windsor, Ontario, N9B 3P4.

SOCIAL SCIENCES

COLLEGE OF CAPE BRETON. **Department of Social Sciences.** Assistant Professor of Economics. Ph.D. or near Ph.D. preferred. Teaching experience. Position is one-year replacement with the possibility of a permanent appointment. Appointee will teach Introductory Economics and one other field. Strong background in economic theory required. Appointment to start July 1, 1976. Salary: open but competitive. Apply with resume, transcripts, and three letters of reference to: Dr. P. Butts, Chairperson, Department of Social Sciences, College of Cape Breton, P.O. Box 760, Sydney, Nova Scotia.